



They're perfect images—and they have all been awarded the Duke of Edinburgh's Award for outstanding activities. Twins Heather and Sharon from Newtonwards, in Northern Ireland, won their gold awards for visiting elderly people, attending a Girls' Brigade leadership training course and learning to swim. Hilary and Lynn Blacoe from Huddersfield (centre) were nominated for the award for a keen interest in conservation and helping in English language teaching. And Hilary and Louise Bartholomew of Gloucester won their award for working on a hospital radio station. More than 800 award holders were presented with their medals at a ceremony in Buckingham Palace on Wednesday.

## Parents' charter in jeopardy

The Government's parents' charter, a central plank of its conservative education policy, is in jeopardy. The charter, which includes examination results, and to allow parents to appeal on choice of school, could now be delayed following local authority pressure. Biddy Carlisle urged to delay

Mark Carlisle, the Education Secretary, is coming under heavy pressure from all sides over the implementation of the Government's Parents' Charter. The charter, which includes examination results, and to allow parents to appeal on choice of school, could now be delayed following local authority pressure. Biddy Carlisle urged to delay

Local authority chiefs are worried that the latest round of cuts will make it impossible for them to get the prospectuses and appeals tribunals ready in time to affect admissions to schools in 1982. The prospectuses alone are estimated to cost £5m.

Mr Angela Rumbold, Conservative leader on the AMA Education Committee and a former chairman of the Council of Local Education Authorities, said: "The financial implications of this are grotesque when we are cutting our teachers and other essentials up and down the country. We all feel very strongly on the cost of the new appeals tribunals and the glossy booklets for parents as well."

The Joint Council of head teachers, which covers all state and independent schools, has complained about plans to make school exam results public. School heads fear that exam league tables could put schools in poor catchment areas in a bad light.



## Latest cuts claim first jobs

by Richard Garner

The first teachers in the country to be actually sacked because of the current round of spending cuts are set to step straight from the classroom to the dole queue at Christmas.

Mr Percy Wilson, county secretary of the National Union of Teachers, said: "I think there will be more than half a dozen made redundant and that will be tragic. Most of them are young and will get nothing more than the legal minimum redundancy entitlement (one week's pay for every year worked up to a maximum of 12 years)."

## This week

A four-year BEd?	5	Memories of Bayreuth	22
Job equality begins at home	3	Fletcher—no scheme for the Eighties	18
The perils of open plan primaries	8	Numbers games	24
Basque victory for school control	10	Extra	
School sports standards attacked	14	History	25-32
Christine—and us	16	Comment	2
Speak, write and spell	17	Platform	4
Age of the train?	19	Personal Column	7
Blisshen on TV	20	Overseas News	10, 11
Orwell assessed	21	Letters	12, 13
		School to Work	15
		Features	16-18
		Review	19
		Arts	20, 21, 33
		Books	22, 23
		Resources	24
		Talkback	34
		Break, Literary	
		Competition, Crossword	
		Classified	36

## Break

### Cheers for all the schools promenaders

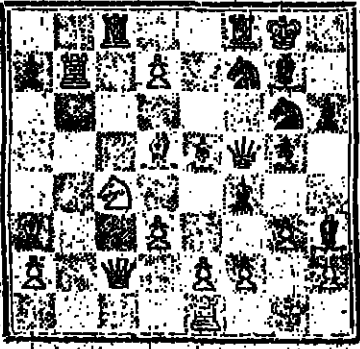
Last week, a little boy in one of our beginner recorder groups, overwhelmed by the complexities of covering and uncovering holes, removed all his fingers from the instrument simultaneously and stood agape as it clattered to the floor. His teacher, no doubt, explained that this was no shameful thing, but rather a mark of fellowship with the company of musicians, all of whom have committed glorious blunders in the pursuit of their art.



The European guests joined the Wessex Youth Orchestra for the Kyrie and Dies Irae from the Mozart Requiem.

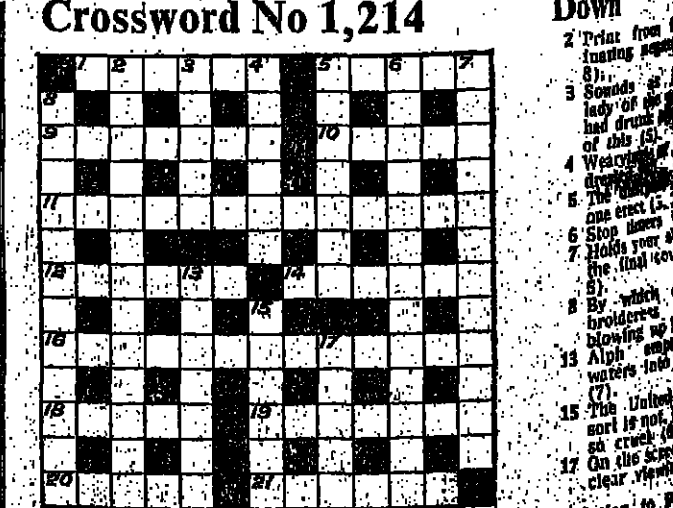
## Chess

The Positional Piece Sacrifice. The sacrifice is one of the most powerful weapons in all the chess primors. It is a violent means of forcing through one's plan of attack and is indeed the most powerful force that can be exerted over the chess board.



(Position after 22... Q-B4)

White: Chernin. Black: Van der Sterren. English Opening. (a) Commencing a well-known system of attack along the white squares; this is an attack which stems from the basic nature of the opening.



Across: 1 Full speed ahead. 2 Turns round for a year. 3 Said to have a split heart. 4 Crooked symbol of authority. 5 Continual cry of anguish. 6 Mournful, sinister energy. 7 The boot is for a musician. 8 Tophole fit in the barrel. 9 Turns round for a year. 10 The last of the year. 11 Sophisticated choice. 12 Recognised in advance for code M. 13 Leisure. 14 Foremost city. 15 The boot is for a musician. 16 Parforce you appear in a track. 17

Down: 1 Trial from leading pages. 2 Sounds of the lady of the lake. 3 Wagon. 4 Stop there. 5 Stop there. 6 Stop there. 7 Stop there. 8 Stop there. 9 Stop there. 10 Stop there. 11 Stop there. 12 Stop there. 13 Stop there. 14 Stop there. 15 Stop there. 16 Stop there. 17 Stop there. 18 Stop there. 19 Stop there. 20 Stop there. 21 Stop there.



Professor Neville Bennett's study of *Open Plan Schools* (page eight) is an important contribution to an important subject. His concerns are highly practical. He is interested in how teachers and children use their time. He is prepared to listen to the explanations which theorists, architects and pedagogues offer, to make sense of the link between the design of schools and the practice of education. But in the end he wants to know what happens in the day to day transactions which constitute the child's experience of school.

What he has found out about open plan schools is, on the face of it, highly disturbing. He finds that as much as one fifth of school time in infants' units was taken up in "transition, which included changing activities or changing location". Open planning, he suggests, is associated with a relatively low level of what the researchers call "pupil involvement with curriculum activities". About a third of the time was found to be spent in activities which did not count as involvement.

It is a serious weakness of the study that it lacks any comparable evidence on the levels of involvement in more conventional buildings—though it quotes extensively from the research literature, much of it from American sources. Professor Bennett and his colleagues are at pains to maintain the possibility that what is at issue is not open planning as such, but badly designed open plan schools. Much of what the book has to say concerns the failure to develop and generalise good practice in the relationships between architects and educators.

It is deeply depressing that more than 30 years after those heady post-war days in Hertfordshire, and the formation of the Ministry of Education's Architect and Building Branch Development Group to proselytise the idea of a three-fold co-operative link between architects, administrators, and educators, it is still possible to produce evidence of architects who operate to a brief with little contact with teachers before or after the building is erected. According to Bennett, the



EDUCATIONAL SUPPLEMENT  
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

## 'We shape our buildings and afterwards our buildings shape us ...'

particular approach to open plan design which is most prevalent is one least liked by the teachers who have to make such design work. If it is true that open planning increases the demands made on teachers this, too, is something which ought to be considered. It is difficult to know how much weight to put on some of the replies to the Bennett questionnaire, but what is reasonably sure is that many local authorities would have thought twice about committing themselves generally to these designs if they had known that the people who were to use the open plan schools would have so many reservations about them.

And yet ... the same kind of ambivalence can be seen about teacher responses to open plan schools as to informal or "Plowden-type" primary methods. While there is clearly no direct link between "modern methods" and open planning—a determined head can recreate separate spaces by the use of furniture—teachers certainly seem to associate these schools with the kind of demands upon them which are characteristic of modern methods, team teaching, a wider involve-

ment with parents. They also, to the surprise of the Bennett team, lean to the view that "standards of work are higher in conventional schools".

The larger scale Leicester University Oracle study of primary classrooms shows the danger of drawing simple conclusions from observable differences between teaching in open plan as against box classrooms.

The Oracle team found considerable differences in the kinds of contact there were between teachers and pupils. Not surprisingly, in open plan teachers did less class teaching. More surprisingly, they were less likely to teach groups. In fact they spent significantly less time talking to pupils than teachers in classrooms and more of the time they did spend was on management routine. Oddly enough, in open plan areas pupils also spent less time talking to each other. But they spent more time than pupils in classrooms taking an interest in what the teacher was doing, and in other pupils' work and activities.

The teaching styles the Oracle study found most successful in getting progress in basic skills involved a reasonable

amount of class and group teaching, but when it came to calculating the effects of open plan on the pupils' progress on basic skills, no significant differences emerged.

Whatever the limitations of open plan schools it would be a great mistake to see them either as the cynical response to the need to cut costs to the bone or as the wholehearted expression of progressive ideology. Instead they represent a bit of both—the architects' quest to maximize the amount of teaching space and minimize the area provided for corridors and circulation; the interpretation in design terms of the teachers' desire for more active ways of teaching and learning. By the late 1960s—day of the progressive rhetoric—the money began to run out, and such pedagogical support as there was for open planning was strongly enhanced by the pressure to keep down costs, as successive Secretaries of State failed to adjust cost limits and equality to meet inflation. In such circumstances the square footage per child dropped below 40 and Britain was saddled with some of the meanest new school buildings in Europe.

None of this excuses the failure of J.E.A.s to coordinate educational practice and school design—a failure made more rather than less, likely as building programmes shrink and the opportunity to build up and maintain a body of expertise on school design is diminished.

Professor Bennett and his colleagues have provided a set of criticisms which the architects and the educators will have to answer. It would be a great mistake to see this as evidence of the shortcomings of architects alone: the best school building requires as much from the client as it does from the designer. But without better comparative evidence about other kinds of school buildings there must remain many doubts about the true picture and disquiet about Professor Bennett's findings must be

hanced, rather than reduced, by ignorance of how much better (or worse) school buildings are in other kinds of schools happens and could relent if the consequences are unbearable. He ought to reaffirm his promise now.

## Foreign students get the message

Mr Carlisle's announcement that the drop in overseas students in British universities this year is about 10 per cent (page three) gives the first official figures on how the market has responded to the sharp rise in fees. A number of premature reports had suggested that the fee rise had made little difference. These had been welcomed by those who were fundamentally and politically inclined to believe the universities were squealing before they had been hurt. In reality the universities have been hard hit. They stand to suffer still more in the future.

To grasp the full measure of what has happened it has to be remembered that the Government is cutting the universities' income over three years by about 10 per cent to reduce the subsidy for overseas students. But given if the full complement of overseas undergraduates and postgraduates turned up as before, and all paid the new recommended minimum fees, this would still leave the universities with a large loss because even the new, high fees fall some way short of the amount by which the universities' grants are being cut. The combination of this "shortfall" and the 10 per cent drop in overseas numbers will cost the universities upwards of £10m this year, on top of the other cuts imposed on them.

Next year the loss could be very much more severe if preliminary reports are borne out. It is early to make prophecies about October, 1981, but compared with previous years, applications are coming in very slowly and are some 40 per cent down on the number received by this time last year. A 40 per cent drop would certainly confirm all the warnings issued by the vice-chancellors and brushed aside by Ministers. It would raise the universities' financial loss to more than £20m and as well as threatening the position of British universities, in the international community of higher education, would place a severe cut which would harm home students even more directly. Mr Carlisle has indicated that the Government will watch what

## Versatile skills for the eighties

The National Training Survey (page 15) paints a mine of statistical information, and of it out of date, about the distribution of vocational skills throughout the economy and how those skills have been acquired.

These figures provide a valuable base for future work, but appearing late and in the midst of a slump, it is not a particularly good time to put some of the numbers to the test. One thing it does very effectively, however, is to put some of the numbers to the test. One thing it does very effectively, however, is to put some of the numbers to the test.

Nothing could more clearly support the case for giving every industrial worker broad general training, and for specific training within a modular framework which allows adults to change or upgrade their vocational skills as they go through their careers. It is a response to the need for versatility is a response to the changes and all that; rather, it is a reflection of present reality. Arrangements to adjust training to the world as it is, means a new deal for apprentices, trainees and operatives of all kinds, enabling people to make the most of their talents.

## No comment

"Termination payment" in this context includes any part or whole of a lump sum payment that is in excess of the amount made to a teacher in excess of the basic pensionable salary. The DES memorandum in 1977, on the subject of "Termination Payments" and "Premature Retirement", Local Government—Teachers.

## NEWS

### Schools Council calls for compulsory science for girls 'Job equality starts at home'

by Bob Doe

Jobs and science should be compulsory for girls up to 16 and boys should be taught how to run a home and bring up children says a Schools Council report that may form part of a national "framework for the curriculum".

The report says, "It is essential that pupils should be allowed to choose subjects vital for education, balance and skilled employment."

"Education should affirm the responsibility of men and women for child rearing and domestic tasks. Until boys are educated to participate fully in parenthood and housework, the home girls will not be in a position to achieve equality of employment."

Science and maths are the key to high status employment says the report from the Council's working party on sex differentiation in education. The tendency for girls to assume that marriage and motherhood would soon end their careers contributed to the unwise choices of subjects at school that ruled them out of the top jobs.

"An option scheme which allows girls to drop subjects central to future employment prospects undermines the principle of equality;

choices that reflect an outdated view of male and female roles perpetuate a situation in which boys and girls are not able to respond equally to employment opportunities."

The report also warns that many of the traditional jobs for girls such as clerical work and light assembly were the ones most likely to disappear with the spread of automation.

This week the report was commissioned by convocation, the Council's "education parliament", to the committee which is drawing up the Council's own version of a national "framework for the curriculum".

That committee's recommendations are expected to be published next year after the final version of the Government's own "framework" appears.

It is headed by Mr John Tomlinson, the Council's chairman. This week, he said that he did not expect the Council's framework to be couched in terms of compulsory subjects, but that the idea of a common core was being considered. He said that at the moment about 40 per cent of girls leaving school tended to get secretarial and office jobs.

He predicted that the Council would focus on a common entitlement for all pupils that went well

beyond narrow cognitive abilities. He later told convocation that the sex differentiation report was "a very scholarly and useful piece of work" that the framework committee would find helpful.

At a seminar organized by the CBI in Plymouth on Tuesday, Clare Turner, of South Molton, Devon, complained that during a careers talk in her school an RAF spokesman had told them the RAF would not take women as pilots because "they weren't stable enough".

Baroness Lockwood, chairman of the Equal Opportunities Commission, who was answering questions, said the services were not covered by the Equal Opportunities Act but she would look into the matter. Mrs Dorothy Drake, who is director of the CBI's Information Directorate, told the girls when she was elected director there had been no problem with the men but a woman offered the post as secretary declined to serve under her.

Baroness Lockwood told the girls that they had to think about a whole range of options and not just consider secretarial careers. She said that at the moment about 40 per cent of girls leaving school tended to get secretarial and office jobs.

### Birmingham set to replace sixth forms

Birmingham city council is to consider replacing all its secondary school sixth-forms with a new college system. This is one option held out in a major consultation document on the future of the city's secondary school education published this week.

A dramatic slump in the birth-rate in July 1982 children were born in the city in 1977 whereas there were 25,073 births in 1964) which will make sixth-form provision in the city's smaller secondary schools increasingly unviable, is forcing the education department to consider changes.

According to the document, there are 12 schools with no sixth forms at all and 13 will have less than 10 pupils.

The education department did not want to replace them with new sixth forms, but with new colleges capable of catering for 3,500 pupils by the year 1990. They could either be new colleges operating under the same regulations or tertiary colleges with further education regulations of a mixture of both.

The document adds: "Falling secondary schools allow the city to consider a new college system which could be made available for the colleges envisaged in the early 1980s onwards."

### Administrative staff loss of posts

by Bert Lodge

Nearly twice as many students started a postgraduate certificate in education this autumn as embarked on a BEd degree.

And among the PGCE intake were 77 per cent more physics specialists than in autumn, last year.

The total entry of 5,669 students admitted to a BEd degree and including a few hundred accepted for one-year specialist courses was 38 per cent short of the Government target of 9,100.

### Now the DES ponders who is to bear the brunt of cuts

by Biddy Passmore

Ministers and officials at the DES considered a busy round of consultations this week to decide how to share out the latest cuts in the education budget.

Education stands to lose an extra £135m next year: £52m from the budgets controlled by central government and—£83m from the budgets of local authorities.

A 24 per cent cut in the pool, which now amounts to about £375m, would mean a reduction of £9m in spending on the polytechnics and colleges. This would follow sharp cuts in their budgets in the present financial year and would bring the total reduction in higher education alone to over £30m next year.

At next Monday's meeting of the Expenditure Steering Group on education (ESG(E)), central government officials will be discussing with the local authority associations the Government's view of how the cuts should be shared among services and among the various parts of the education service—although it is up to individual local authorities to decide.

The group may also consider the report by Mr Malpas's Inspectorate on the effect on local authorities of the cuts so far, if the redrafting ordered by Chief Inspector Miss Sheila Browne, has been completed in time.

The outcome of the talks with the universities, research councils and local authorities will be made clear in a statement by the Education Secretary on December 16, the date now fixed for the Rate Support Grant announcement. The next day, Mr Carlisle will face sharp questioning from MPs when he attends the Commons Select Committee on education for a session on the Government's spending plans.

Mr Carlisle, the Education Secretary, recently promised local authorities to give equal treatment to higher education, so spending on the polytechnics and other colleges should also fall by at least 24 per cent. Although their funds are con-

crease over last year of 7 per cent. Applications reached 17,061, a 9 per cent increase on last year.

Polytechnics and institutes of higher education recruited almost as many PGCE students as universities, 5,198 compared with 5,223. PGCE courses in the public sector number 59 compared with 30 in universities.

The physics intake was 432 compared with 244 last year. Maths specialists increased from 635 to 828, chemistry 345 to 420 and modern languages from 1,088 to 1,205.

The number of applications for BEd degrees starting in autumn next year is expected to be similar



### How mixed PE can end sex bias

by Richard Garner

Boys and girls should be taught physical education in mixed groups to avoid discrimination, says a pamphlet produced by a union pressure group. It also recommends the same approach to teaching sex education.

In an article in the pamphlet produced by Women in the NUT called "Teaching PE and Sex Education", Ms Pat Browne, a member of the group, says that sex discrimination is probably more rife in the teaching of PE than in any other area.

From at least the age of five boys have been encouraged, almost compelled to show prowess in football but girls have not been encouraged to play or run around," she writes.

"Because they are laughed at, usually by their brothers, at the first attempt to kick or handle a ball, girls give up very quickly. However, if closely and critically observed, boys also miss or kick badly the first time they try, but because they are boys, not ridiculed so they will try again."

The article criticizes schools for dividing PE classes by sex after the age of 11 thus exaggerating differences in strength. Boys play hard games while girls tend to do gymnastics or dancing.

A Sikh girl, aged 15, claimed at an industrial tribunal this week that she had been rejected for nurses' training because, she insisted on wearing Indian trousers in accordance with her customs and religion.

The Kingston-on-Thames Area Health Authority denied that they were guilty of racial discrimination in rejecting Miss Tajinder Kaur for the post.

The case which is being supported by the Commission for Racial Equality was adjourned until January 5.

And a teacher, Mrs Christine Ball, is claiming at an industrial tribunal in Leeds that, because of discrimination, she was prevented from teaching in Armley Jail, Leeds, by the Prison Officers' Association.

### Assisted places

It was wrongly stated in last week's issue that Queen Anne's School, Caversham, had withdrawn from the Assisted Places Scheme on grounds of cost. In fact, the paragraph in question should have referred to Townsend School, Guildford. Queen Anne's Caversham is withdrawing from the scheme because it is hoping to set up its own bursary fund for girls in special need.

### Walk-out threat by union

Leaders of the country's biggest teaching union have warned that it may walk out of protracted talks on a new conditions of service agreement when they resume at a critical phase on Monday.

The National Union of Teachers is adamant that it will withdraw from the discussions if local education authorities insist on pursuing plans which would make it a contractual duty for teachers to supervise children at lunchtime. There were no signs this week that the employers would back down.

If the NUT, which has an overall majority on the teachers' panel, did withdraw from the talks, it would effectively scupper them. The National Association of Schoolmasters/Union of Women Teachers, the second biggest teachers' union, has maintained a boycott from the start.

Mr Doug McAvoy, deputy general secretary of the NUT who has led the teachers' side during the negotiations, said this week: "If there should be any attempt by the employers to make a return to a requirement to supervise the midday break as an element of the package, there could be no further discussions. We would withdraw from the discussions."

### 'Grim future' predicted for universities

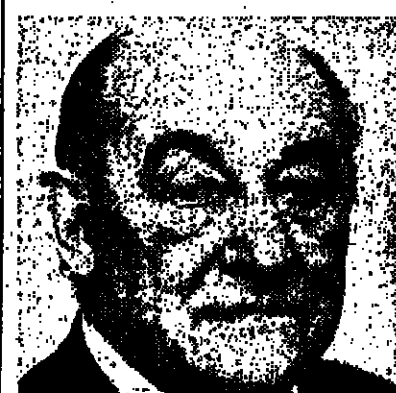
The number of university students in Britain has risen from 292,500 to 297,200 this year, an increase of 1.6 per cent, although the number of new entrants has increased by only 0.7 per cent, according to provisional figures released by the Government on Tuesday.

Within that total, the number of new overseas students fell substantially—undergraduates by 9.3 per cent and postgraduates by 11.1 per cent.

Announcing the figures in the House of Commons, Mr. Mark Carlisle, the Education Secretary, said the present total of overseas students was more than the number on which the grant was based for the academic year 1979-80, and more than planned under the previous Government's quota arrangements.

The Committee of Vice-Chancellors and Principals described the future as grim as no extra funds had been provided.

The National Union of Students is to claim grant increases of 21 per cent for next year, bringing the standard rate grant for students living in London to over £2,000.



Lord Gordon-Walker

### Former education secretary dies

Lord Gordon-Walker, who, as Mr Patrick Gordon-Walker, was Secretary of State for Education and Science from 1967 to 1968 died in London on Tuesday. A former don at Christ Church, Oxford, he entered Parliament in 1945 and eventually rose to become Foreign Secretary in 1964 only to resign when he failed to hold his seat at the Leyton by-election.

His brief and troubled period at the DES ended with a Cabinet reshuffle in April, 1968. He was created a Companion of Honour in 1968 and a Life Peer in 1974.

## Comment

### 18.8 into 6 won't go

Two events on the salaries front during the week will be seen as having a bearing on the next round of teachers' pay negotiations.

The miners, settled for a 5.8 per cent increase in their basic earnings plus improvements in productivity payments, to give about 13 per cent in all. The agreement runs for only 10 months from January 1 next year, partly healthy, but a somewhat better offer than it might appear.

No sooner was the result of the miners' ballot announced than the local authorities decided to honour their commitments to the miners, albeit in two stages, and offer them 13 per cent from November 7 this year, plus a further 5.8 per cent from April next year. The intention here is to vote on the offer but acceptance seems likely.

What now remains to be seen is how the rest of the public service pay settlements go. The authorities and the Government will be more determined than ever to keep the total size of all pay increases within the 6 per cent cash limit. By the same token, the unions representing the local government manual workers, the water industry staff, the hospital service workers and the rest, will seek to use the miners' case as a precedent. The water workers have all the muscle needed to push their way through and must be expected to test the limits. Elsewhere the industrialists have suggested little stoppage for an eight week winter of discontent, but the unions with the freedom to walk out, this autumn, are apparently giving way in the face of threats to have raised the outside chances of renewed disruptions.



A special case?

The teachers' unions will doubtless follow these events with close but passive interest. It will not be they who make the running. If others break through the 6 per cent barrier they may follow, or alternatively find themselves marginalised still more. With the expectation of staff cuts this is no time for teachers' unions to rock the boat on pay.

A report in the *Financial Times* on Tuesday, alongside news of the miners' settlement, put double figure settlements in perspective. Private haulage drivers in the West Yorkshire area have accepted a 5.3 per cent rise. They come within a category of occupational groups which has consistently outstripped pay norms during previous pay policies.

It is a measure of the recession that they are now finding the way towards smaller settlements. It is what happens in private industry, which will make or break the Government's public sector pay policy, that will determine whether or not 5 to 6 per cent next spring seems fair to teachers.



# Platform

Schools will be crippled by their salary structures in the

'80s, unless Burnham is changed or bypassed, argues John Sayer

While I know one person who can speak beautifully about Burnham, nobody writes well of remuneration. Salaries pass most teachers by; either they fail to receive their due reward, or they do not realize their good fortune. Most of us are content to leave the obscurities of the Burnham Committee to our self-sacrificing representatives, or at most to utter the chorus grunts of approval or disgust.

We shall not be able to continue to run schools on the present salary structure. This is not an article on the underpaid profession. What prompts me to write is a salary structure which makes no sense in schools now, and will make even less sense in the mid-eighties when our secondary schools will be going through the most difficult years of falling or falling rolls. Schools were not easy to run in the late sixties and early seventies during a teenage revolution; not in the late seventies during the peak years of political vandalism; but in the eighties, schools will be crippled unless something is done very quickly indeed about staff morale, staffing structures and the salaries behind them.

The annual rounds of salary talk do not begin to relate to the business of running schools. Teachers face an atrocious career structure with, ironically enough, a hierarchy hardened by Houghton to promote stability, the last thing needed just before we begin a period of stagnation. To most teachers, the findings of the Houghton Committee have become a basket to do with sensible levels of remuneration, of differentials, and of comparability in a professional career but the adoption of that committee's findings on structure, with its lousy acclamation and no serious review of their management implications, left us with time-bombs set to explode in every classroom.

Precisely because the Burnham Committee will not be able in the coming cramped negotiations to do much about levels of remuneration or comparability, it might be asked to turn its attention to the thinking behind Houghton, and to consider whether that thinking, if it was ever sound, remains appropriate for a different decade.

As it happened, in a period when falling rolls have been afflicting primary schools more acutely than secondary education, the adjustment of Burnham points to support the former must have come as a cushion of relief. What kinds of adjustment are needed for the corresponding period in secondary schools? Again, now that everyone seems as keen to make a marriage between secondary and further education as to marry off Prince Charles, can we really continue with separate Burnham structures negotiated in separate committees?

Can we continue with a further education structure related to negotiated conditions of service, and allow the disgrace of CQSWOP to blind us to the fact that secondary scales are related to a limited set of perceptions about anywhere in Europe? Can we continue to support a further education department salary structure, which puts a premium on "advanced" work, more hygienic than the posts for sixth-form teaching which "disappeared" from secondary schools two decades ago, at a time when we shall want good teaching for all levels of ability and across the whole range of general and vocational opportunities?

Houghton's reduction of the number of rungs in the ladder for secondary education has now made the advice given in the report impossible for most teachers to climb it. With the exception of the handful of senior teacher posts which are still discretionary, all these salary stages are now measured in thousands of pounds instead of hundreds. This is patently absurd. What we now need desperately is a more flexible structure, in order to recognize the extent of shared

## Missing rungs



responsibility which makes for good schools and good teachers. Although the Burnham Committee set up a working party four years ago to review the Burnham Committee structure, its members have been so caught up in comparison with Clegg or annual arbitration that the working party has hardly met, let alone tackled the structure on which the management of our schools depends.

The time-bomb in Houghton worked in a staffroom like this: reduce five salary scales to four by calling three two, four three, and five four; and when the salary gaps between them to prevent people from fitting from school to school seeking promotion and pollen (all this before high mortgage rates, reduced rolls, staffing cuts and rigid fences made a newly compounded and all too effective adhesive). Those years have gone, and nothing has been done since. Instead of making new with the number of Scale 3 posts as suggested after Clegg to retain teachers of shortage subjects, we have to look again at the whole structure. The agency for young teachers, wanting to set up to teach with much respect at Scale 2 for years is at least as effective a deterrent to teaching in subjects which command rapid promotion elsewhere.

The effects of "Houghton" are perhaps felt most acutely in the larger secondary schools, especially those which are not monolithic and may be variously described as federal, collegiate, or simply split-site. Such a school may be saving well over £100,000 each year by having only one head to pay, and only one to count outside pupil-teacher ratios; by having only three deputies and not two or three for each school site or community; and by having fewer scaled posts than would have been available in separate schools. Such are the fruits of extending resources and opportunity

instead of creeping back into our former burrows. This is not a matter for special pleading; indeed, we should try to organize schools that are more cost-effective and that also involve savings of salaries. But it is reasonable to suggest that such schools should be able to put back some of these savings into paying heads, departmental staff, and that they would be about as much as could be expected for the coming year.

Thereafter, we should look for a points and grouping structure for schools which encouraged reward according to the level of responsibility without taking points from the effective teacher and this could only come from a study of equivalence across different kinds of school or college. There should be greater variation within schools in order to match the level of responsibility for the whole school and equitable remuneration of individuals. There should be a determined move towards comparability and transferability of salaries and expectations of secondary and further education. And, finally, the means of distributing salaries as well as the body through which they are reviewed must be changed.

This has been left to last, because there has been speculation about the Burnham Committee without regard to the level of responsibility of salaries which it reflects. Certainly there is little point in rearranging the seats round the wrong table. It is difficult to resist the conclusion that salaries should be paid local authorities altogether; there is no case for local authorities to pretend to be paymasters in a national service, and while they have to struggle to retain power whilst salaries are drawn in part from local rates, they would probably not mind the loss of at least professional salaries from their budgets; now that block grants prevent much local discretion anyway.

The admirable salaries and qualifications branch of the DES at Darlington is hampered, certainly in its pension work by local authorities' operations, and there would be savings, says local authorities more than adequate to meet the needs of a central salary agency. Moreover, this would give scope for a permanent research unit able to give information on comparable salaries and undertake investigations far beyond the scope of the Burnham Committee or any of its present components. There would still be argument, but at least we should know what we are talking about.

John Sayer is Principal of Bamburgh School and Vice-President of the Secondary Heads' Association, but "normal" buildings for primary and

secondary education are being extended to provide for most special educational needs. As soon as we begin to respond to a spectrum of needs, the "special" education for one-fifth of the population ceases to be a matter either for separate schooling or for separate units. The whole enterprise is engaged in reaching out to needs, rescuing whether physical or human, as much for the "normal" setting as for the special attention beyond normal group work which will still be required. It becomes inappropriate and impossible to designate some teachers as "special" and others as "other than special". So the separate salary scales cease to reflect good practice; they stand in the way of it. There has been no sign that the Burnham Committee is ready to look at the changes as happening fast.

What could be done quickly? Probably, in order to make life simple for everyone, there could be a quick move to divide each of the present scales into two for promotion purposes. The senior teacher scales could be placed so that it does seem to be as intended midway between deputy head and the next scale down. "Special" education allowances available to schools should be according to the actual commitment to special needs of all kinds, and should be allocated to any teacher according to the responses of the moment rather than being part of the permanent salary for a separate few; there should be more use of temporary allowances for flexible responses to changing needs; and that would be about as much as could be expected for the coming year.

Thereafter, we should look for a points and grouping structure for schools which encouraged reward according to the level of responsibility without taking points from the effective teacher and this could only come from a study of equivalence across different kinds of school or college. There should be greater variation within schools in order to match the level of responsibility for the whole school and equitable remuneration of individuals. There should be a determined move towards comparability and transferability of salaries and expectations of secondary and further education. And, finally, the means of distributing salaries as well as the body through which they are reviewed must be changed.

## NEWS

### People

Dr Malcolm Skillbeck, Director of the Australian Curriculum Development Centre in Canberra, has been appointed Professor of Education at London University's Institute of Education, but he will spend five-fifths of his time seconded to the Schools Council as Director of Studies.

Also resigning next year is Mr Stephen Bragg, vice-chancellor of Brunel University since 1971. Mr Bragg is to take up a consultancy with the Science Research Council.

Mrs Jean Kerrigan has been appointed head teacher of Cranborne Primary School in Berkshire Road, Hackney, London. Mrs Kerrigan, who took up the new post in September 1, was formerly deputy head teacher at Berger Infants' School, Hemerton, London.

Mr Graham Tappin, head of the physical education department at Crayford School, Kent, has been announced winner of the Physical Education Award by the Physical Education Association. The award is the highest honour the association can give to teachers for outstanding service to the physical education profession.

Mr Daniel Ryan has been appointed headteacher of Glendon Special School in Epsom Road, Basingstoke, Hampshire. Mr Ryan, 48, who takes up the post in January 1981, is a present deputy head of Aylesford School, London Borough of Enfield.

Mr Brian Samuels has been appointed head of Padstow Comprehensive School, Nottingham, from January 1981. He is at present deputy head of Stoke High School, Ipswich, and for the past six years has been chairman of the Regional Education Committee of the Anglian Examinations Board.

Mrs Barbara Moor has been appointed headteacher of Tameside primary school, Frankham, South Devon, and takes up the appointment on January 1, 1981. At present Mrs Moor is deputy head of John Evelyn primary school, Alverstoke, Dorset.

Mr Joseph Shevlin has been appointed head teacher of Pilgrims' Primary School in Manor Grove, Barking, London. Mr Shevlin, who takes up the post in January 1981, is at present deputy head of St. Francis' Catholic Primary School, Honor Oak, SE22.

Mr Harvey Monte has been appointed head of Daneford School in Lower Hamlets, East London.

Mr G. Hedley, assistant head of Jericho School in Whitechapel, London, has been appointed head of Lamplugh School, Edinburgh.

Mrs J. Bayliss, deputy head of Exeterham Church of England School in Cumbridge, will take up the post as head of St. Andrew's Church of England School in April 1981.

Mr D. Henderson, head of Broad School, Wigton, Cumberland, will take up the post of head of St. John's School, Whitehaven, in May 1981.

Mrs S. Rothwell, deputy head of Dane Ghyll School in Rampton, Lincoln, will take up the post of head of St. John's School in January 1981.

Mrs W. Slavin has been appointed head of Kells St. Mary's RC School in Whitehaven. She is at present deputy head of St. Helen's RC School in Brentwood, Essex.

## NEWS

Courses are overcrowded with aims and objectives, claims new report

### 'Four year BEd will ensure its survival'

by Bert Lodge

The current three-year teacher training course leading to a BEd degree should be extended to four years, says a report out today.

It also calls for a clear definition of what is a "teacher" and what is meant by "teacher education" and for a distinction between supervising a student on teaching practice and assessing their performance.

The Council for National Academic Awards, validating body for the majority of the country's BEd courses, is accused of appearing a "bureaucratic animal" to most college staffs.

The report is the result of a two-year working party into the style and content of school experience in the 44 BEd programmes validated by the CNAA. Chairman was Mr Bernard Payne, principal of Bath College of Higher Education.

BEd courses are so overcrowded with aims and objectives that urgent consideration should be given to making it a four-year course, the report concludes. Without it, it is doubtful if the degree will survive.

"If students are to be asked to integrate the philosophical, psychological and sociological theories of education they are introduced to, and to integrate this with the practice of teaching, then college staff ought firstly to be aware of what they are asking, secondly to be able to do it themselves and finally to be able to show students how to do it," the working party comments.

The understanding of the relationship between theory and practice is crucial if the BEd is to survive, the working party found. "The key question to ask is whether this can be achieved in a three-year programme."

After examining several courses, the report favours a four-year programme in which the first two years are spent in mixed interest groups leading to the Diploma of Higher Education and involve no more than a four-week block either in school, industry or social work. Professional development would be concentrated in the final two years.

While acknowledging that it is difficult to define what a "teacher" is and what "teacher education" is for, the course implies that a model sorts exists. It would be more useful to students if this were made explicit and all staff had a chance to discuss it.

Similar uncertainties exist in what is understood by "school experience". But it is felt that sustained periods spent in school by the student are the best preparation for the profession. Over 70 per cent of school staff support this approach compared with 55 per cent of students and 43 per cent of college staff.

The paradox is, according to comments from college staff and school teachers, that although we may not be able to articulate precisely what it is that school experience does, it nevertheless does it. The BEd produces competent teachers, say the researchers.

Some colleges' belief in school-based work as the central focus for BEd programmes was hindered, the

enquiry found, by CNAA emphasis on academic rigour.

One of the factors that made CNAA look like a "bureaucratic animal" is the time the CNAA takes to validate a new course submission, says the report. This is because the officers of the council are also full-time employees in other institutions, it is pointed out.

Another factor is the revaluation after five years. "To plan for revaluation now when we're only just teaching for the first time on the four-year honours programme is unrealistic."

There was concern that junior lecturers are rarely represented on visiting CNAA boards, nor do they get much chance to meet the boards when they visit their colleges.

Despite the acknowledged value of school experience, it is expensive in both money and time, the report finds. Transporting students to schools round the country or region is a drain on college resources and colleges may budget for no more than one supervisory visit a week.

The inquiry found many tutors who pay for extra visits out of their own pocket if they think the student in need of them.

It also emerges that a tutor unable to visit a particular school except on a fixed day each week may accordingly lose credibility in the eyes of the school for incomplete surveillance of the student.

"This credibility is hard gained and soon lost by college staff. The centrality of the school focus, as perceived by the schools, questions

the adequacy of weekly supervision and stresses the permanence of school guidance at the school face."

For the weak student few alternatives were found to more visits. There was no qualitative difference in the nature of the support offered. "There are instances of micro-teaching techniques being adapted for remedial work but these are few. This is an area where considerable development could be made and where innovative approaches are sorely needed."

Out of 41 colleges, 37 agreed they used an assessment schedule for students' teaching practice. Yet a lack of agreement was found about what they are assessing and the meaning of each criterion was not necessarily shared among staff.

The report calls for any implicit weighting process to be made explicit. "A student would have justifiable grounds for complaining if he found that an element on which he had expended a great deal of time and effort was being devalued according to hidden criteria."

"Finally there should be a clear understanding of what the mark for teaching means. The context of the BEd degree. Case studies have shown a lack of information amongst many participants of the significance of the marks they had given and this is true over the wide spectrum of assessment practices investigated."

School experience in initial BEd and BEd honours degrees validated by the CNAA. Publications Officer, CNAA, 34-35 Gray's Inn Rd, London, WC1. £4.

County councillors in Hampshire have been warned they may be in breach of the law if they allow any further cuts in school staffing standards.

The warning has been delivered by the Fareham and Gosport Teachers' Consultative Group, which represents and recognises teachers' unions and has conducted a survey of the 10 secondary schools and one further education college in its area.

During the survey, it emerged that several subjects had disappeared either partially or completely from the curriculum. In one school, religious education was being taught outside the normal school timetable, while several had curtailed the teaching of a second foreign language.

Mr R. M. Jenkins, the group's secretary, said: "We have been on the bottom quarter of the list for educational spending and once you start cutting from a low provision you soon get down to the bone."

A statement from the group said that if the staffing situation worsened—the authority could well be in serious danger of being unable to meet its statutory obligation under the Education Act to teach each child according to his or her age, aptitude and ability. Mr Jenkins added: "The more able aren't getting the choice of subjects and the less able are getting less attention."

Officials at the county council say it is too early to assess what will happen to staffing ratios in next year's education budget. Emergency action taken in September led to the freeing of 320 unfilled teaching vacancies and these will be re-viewed next year. The jobs were on top of cuts in teaching posts in line with falling rolls.

### Further cuts will break the law, councillors are told

County councillors in Hampshire have been warned they may be in breach of the law if they allow any further cuts in school staffing standards.

The warning has been delivered by the Fareham and Gosport Teachers' Consultative Group, which represents and recognises teachers' unions and has conducted a survey of the 10 secondary schools and one further education college in its area.

During the survey, it emerged that several subjects had disappeared either partially or completely from the curriculum. In one school, religious education was being taught outside the normal school timetable, while several had curtailed the teaching of a second foreign language.

Mr R. M. Jenkins, the group's secretary, said: "We have been on the bottom quarter of the list for educational spending and once you start cutting from a low provision you soon get down to the bone."

A statement from the group said that if the staffing situation worsened—the authority could well be in serious danger of being unable to meet its statutory obligation under the Education Act to teach each child according to his or her age, aptitude and ability. Mr Jenkins added: "The more able aren't getting the choice of subjects and the less able are getting less attention."

Officials at the county council say it is too early to assess what will happen to staffing ratios in next year's education budget. Emergency action taken in September led to the freeing of 320 unfilled teaching vacancies and these will be re-viewed next year. The jobs were on top of cuts in teaching posts in line with falling rolls.

### Disruptive units 'being misused'

by Diane Spencer

Special units are increasingly being used as a way of punishing unruly children rather than helping them, a conference of special unit teachers and advisors was told this week.

Mr Geoff Whitty, an education lecturer at Bath University, said that units were also used as a means of protecting mainstream pupils from "pollution".

These units were changing from being "free schools in disguise" in the early seventies to institutions for keeping children under tight control, he told the conference at Bristol.

Some authorities were talking of the deterrent effect of the units on mildly disruptive pupils back in schools and how the places should be "inconvenient, uncomfortable and less attractive than the normal school".

"Gone is the rhetoric of the caring community, and gone is the idea that special units could have a positive influence on mainstream education," he said.

Even the more liberal and progressive authorities talked of "highly structured and tightly controlled establishments" when attracting applicants for jobs in their units. This would attract a different type of teacher than in the past, he said.

He urged teachers in special units to fight these changes.

Later, the conference resolved to start an organization which would act as a pressure group to promote their ideas in mainstream education.

### Criticism over gaps in courses

by Bob Doe

The Government's new one-year pre-vocational exam and the literature level for A level students have serious gaps in courses available to 16 to 18 year olds Mr John Mann, Secretary of the Schools Council, has said.

The country lacks a coherent system of courses and examinations for this age group," he said at the council's convention.

Underlying his remarks is a serious difference of opinion between the council, whose job it is to advise the Government on exams, and the Department of Education and Science.

The council wants an integrated system of education and training in place of what it sees as the present piecemeal developments.

Thousands of 16-year-olds would be left out because they fell outside the pre-vocational exam and the I level.

Mr Mann and the council's chairman, Mr John Tomlinson, made it clear this week that they were determined to broaden the target group for I level by dropping the stipulation that only students taking two A levels could take it.

The I level should be available to the 30 per cent who take A levels at present, but who fail or do not take one A level, they said.

Mr Mann said I levels in subjects like art, design, music, drama, and home science should also be available. He mentioned photography, building construction and social civilization.

### Anorexia nervosa affects one girl in 100

by Sandra Hempel

An illness affecting one in every 100 schoolgirls over 15 is the subject of a new book.

One per cent of schoolgirls aged 15 to 19 are private schools have been found to be suffering from anorexia nervosa. It involves severe weight loss and mental health problems, says Dr Palmer, the author.



John Mann: target group needs broadening.

Mr Tomlinson denied that broadening the I level was an attempt to regain the ground lost by those who advised the CEE for the one-year sixth former. In announcing the new pre-vocational examination, the Government were effectively turning down the council-backed CEE recommended by the Keohane committee.

The I level is quite appropriate to add to the vocational exam, said Mr Tomlinson. It is possible, however, that there could be some overlap between the students who might have taken the CEE and those who might be interested in a broadened I level.

The Association of County Councils have come out against the I level. They believe the only way to broaden the A level curriculum is for universities to change their entrance requirements. But their main reason was that they could not give the Government the reassurance it asked for that I level could be provided within the existing school resources.

The Schools Council is a little happier with the proposed 17-plus pre-vocational courses in spite of the fact that it was apparently adopted in preference to their CEE.

Mr Mann warned of the dangers of handing validation over to a further education body. The City and Guilds Institute is expected to be asked to take it on.

He said teachers in schools, exam boards and the council itself should play a major role in these new courses and exams.

In fact the CGI show every sign of being willing to accommodate many of these interests in the running of the new 17-plus. So much so that some school exam boards are already considering dropping any attempts to go-alone on the basis of their CEE developments and throw in their lot with the new scheme.

The Keohane proposals are not miles apart from what the Government wants in its new 17-plus, based on the Mannell Report, and the CEE boards were meeting last week to decide whether to try to carry on with their CEE or to work with the CGI.

As one CEE board chief said: "There is no point in arguing over a set of initials."

And sometimes as a mysterious killer disease, for which the baffling have yet to "break through" to a cure.

Few people know much about the disorder and many anorexic young people go unrecognized because they do not fit into the popular picture. Some doctors have little training in diagnosing and treating it.

Anorexia Nervosa, a guide for sufferers and their families, published by Penguin Books £1.50p.

One person may have known a teenage girl who seemed to be deliberately attempting to mould herself into a second Twiggy, Dr Palmer says. "Another may have been upset and worried by a neighbour who was clearly seriously ill. Likewise the media may portray anorexia sometimes as an adolescent

and sometimes as a mysterious killer disease, for which the baffling have yet to "break through" to a cure.

Few people know much about the disorder and many anorexic young people go unrecognized because they do not fit into the popular picture. Some doctors have little training in diagnosing and treating it.

Anorexia Nervosa, a guide for sufferers and their families, published by Penguin Books £1.50p.

One person may have known a teenage girl who seemed to be deliberately attempting to mould herself into a second Twiggy, Dr Palmer says. "Another may have been upset and worried by a neighbour who was clearly seriously ill. Likewise the media may portray anorexia sometimes as an adolescent

and sometimes as a mysterious killer disease, for which the baffling have yet to "break through" to a cure.



## NEWS

Council brings abrupt end to party power sharing

## Labour sacks Tory governors

by Sarah Bayliss

More than 100 Conservative-appointed school governors have been dismissed by the Labour council at Sandwell in the West Midlands. They will be replaced on January 1 by Labour party members and supporters.

The move ends a tradition of power-sharing between the two political parties and means Conservative representatives have effectively been banned from school governing bodies. Labour governors will now have the majority of seats—about nine—on each of Sandwell's 27 school bodies. The remaining seats will continue to be filled by the headteacher, one teacher, pupil and parent.

Mrs Vera Young, former Conservative chairman of education, claims the action will also wipe out "independent" governors. She said three local policemen and a doctor's receptionist were among those appointed by her party for their community links. They have now

been dismissed with the rest. Sandwell council, where Labour won a substantial majority from the Tories last May, has taken the action after voting for changes in the articles and instruments governing schools.

The articles now say co-opted governors—six per school—can be replaced at any time. Previously co-opted governors were nominated by the council for a fixed term of four years. Their term was due to run out in May 1981 but will now end on December 31 this year.

In addition representative governors—three per school—who are always councillors, will now have to be Labour councillors. Mrs Young said the changes were legal but had never been taken before in Sandwell. "We believe this move sets a very dangerous precedent for politicising governing bodies. Parents and non-political governors have expressed concern. When the Conservatives were in power they allowed the Labour

party two co-opted members and one council representative on each governing body," she said. Mr Horace Tromana, Labour chairman of Sandwell education committee, said the fixed term of office for co-opted members had proved to be an "anomaly" when the council changed hands. A list of new governors had been drawn up. "I believe all of them are Labour members or supporters", he said.

Mrs Joan Sallis, a parent member of the Taylor committee which investigated school government said it was "not unknown" for the opposition party to be deprived of seats on governing bodies. This happened more in areas which were politically unstable; councils which rarely changed hands were more likely to be generous towards the opposition.

Mrs Sallis added, "I am pretty shocked by the sacking of co-opted members in mid-term. That is an extreme attempt to secure political control."

## Warnock reforms must be national, conference told

by Diane Spencer

The Government must face up to the constitutional issues of giving specific or percentage grants to local education authorities, Mr George Cooke, vice-chairman of the Warnock committee and general secretary of the Society of Education Officers, has warned.

Speaking at a conference at the London University Institute of Education last week, he said that the central government must not be allowed to leave reforms recommended in the White Paper entirely to the discretion of local authorities. Disparities of service would develop between artificial boundaries and little local loyalties.

"We cannot afford to have 104 different local education systems with different standards and yet another set of systems for voluntary organizations," he said. Inservice and inter-professional training courses were of crucial importance to implementing Warnock but they would be expensive, and must not be left to the discretion of education authorities to decide whether or not they could afford them.

The White Paper did not go far enough. Legislation and exhortations were insufficient. Nobody expected a massive injection of public money but he thought there could have been a small resource commitment to start pilot schemes to develop good practices, he said.

He thought that if the government could find £250m for unemployed young people to channel through the Manpower Services Commission it might have found a little for special education via the local education authorities. Mr Cooke asked why these funds, for educational purposes, were being directed through the MSC? If the constitutional issue of specific grants was not faced, the Government might turn to an increasingly centralist solution.

Lady Young, junior education

minister, told the conference that she was "a little horrified by the way a few people, who should have better having read the White Paper, said that nothing can be changed without extra resources". This was simply not true, she claimed. There was scope for redeployment of existing resources within the new statutory framework.

Mr Neil Kinnock, opposing spokesman on education, said last week that legislation on special needs in education will prove to be "superficial and innocuous". The White Paper proposals were an adequate response to the needs of the 20 per cent of children with special education requirements.

There was a nod in the direction of parents' rights and commitment for work in special schools, but parental powers were vague and there was no suggestion that efforts of teachers in special schools should be rewarded and encouraged by more support. Nor was there provision for extending facilities to under-fives and young adults, he said.

Mr Kinnock pledged "strong judicious and reasonable opposition" to the proposals in Parliament and hoped MPs from other parties would join in.

The Advisory Centre for Education, the education watchdog group, criticizes the White Paper for lacking an "unequivocal commitment to integrated education as a right" and suggested that the White Paper would lead to a degree of international humiliation for Britain at the start of the International Year of Disabled People, it said.

The proposed change in the way parents' rights in direct contribution to the Government's provision commitment for general parental choice and information which to base their decisions.

## Curriculums not coordinated, claims college review

Curriculum dissemination in further and higher education goes on without rationale, without strategy and without coordination. Some small improvements could be made but they would be only palliatives until the three major areas are tackled. These are among the conclusions of a report written for the Further Education Curriculum Review and Development Unit by staff at Blackpool and Fylde College.

Curriculum dissemination is neither sophisticated nor efficient, the report says. Too little experience from the emerging discipline of curriculum development has been brought to bear in further and higher education.

In a sense the lack of coordination reflects the absence of opportunities in the sector itself, an entrepreneurial tendency whereby problems are simultaneously solved and new ones created, says the report.

Examples of this process can be seen in the colleges in the formation and development of new courses, at the centre in the attempts to rationalize the resulting patchwork and in the attempts by other interested parties to influence developments at both levels. Hence, says the report, efforts towards change in further and higher education curricula, and consequently attempts at curriculum dissemination, often fail to operate co-operatively.

## Call for free meal changes

The cost of providing free school meals for children in need should come out of the Department of Health and Social Security's budget, the Association of County Council Education Committees said last week.

The committee is concerned that children taking free meals can be too easily identified, especially where an authority has had to scrap its school meals service in order to meet Government demands for

## NEWS

## Jobless who stay on for exams are to lose benefit cash

by Richard Garner

Unemployed school-leavers who return to the classroom to sit examinations will lose up to £10.50 a week in supplementary benefits, local teachers warned this week.

A new clause in the Social Security Act, which has just come into force, their families have lost the right to claim supplementary benefit immediately the examinations have finished. They will be treated as full-time pupils for the rest of the summer term and therefore excluded from benefit until September.

Mr David Hart, general secretary of the National Association of Head Teachers, which this week urged Mr Mark Carleton, Education Secretary, to conduct an inquiry into the ruling which, they say, went against Parliament "unnoticed". "These youngsters are being punished for staying on at school for the examinations which, especially in this period of severe unemployment, are crucial to them."

Mr Hart added in a letter to Mr Carleton: "Pupils and their families will have inevitably to decide whether they should come back to take CSE, with the risk

that they may lose benefit or leave at Easter without taking examinations in order to guarantee their supplementary benefit."

This will hit hardest at those pupils who ought to stay on and seek examination passes but who will be under considerable parental pressure to leave.

Nearly half the country's 16-year-olds are entitled to leave school at Easter but the overwhelming majority—about 200,000—elect to stay on and complete CSE examination courses.

Officials at the Department of Education said they would be monitoring the situation next year to see if there was any effect on examination entries.

The Department of Health and Social Security said it felt that the change had been "well-publicized" and had been introduced to plug a loophole whereby youngsters were registering as unemployed during the summer months—and then returning to school in the autumn.

Mr Hart said he felt that the number of youngsters taking advantage of this "loophole" would have been "negligible".

## 'Come in and teach' call rejected

by David Lister

Nicky Harrison, the chairman of the AMA education committee and deputy leader of Haringey Council, has been challenged by opponents of school closures in the borough to teach for one week in a school to get "an accurate picture".

Mr Robin Beste, co-ordinator of the campaign against school closures in the borough, told Mrs Harrison, until recently the borough's education chairman, that in some of the local schools it was often difficult to get a picture of the situation because of oversize classes, drop-outs, overcrowding and other factors.

Mr Harrison challenged him to do the same.

Mr Beste has written to her, saying: "I believe that your visits to schools do not and did not give you an accurate picture. I fail to see how prearranged visits by education officers, with full access to head teachers and deputies, can reveal to you the real situation within our schools."

Mr Beste therefore proposes that you should, for one week, teach in one of the authority's schools. It seems to me that you, a politician deeply involved in decisions which will affect the lives of every young child in the borough,

## Big drop in overseas applications

Applications to universities in the UK are 30 per cent down on figures for the same time last year, according to the latest statistics from the Universities Central Council of Admissions.

There was only a slight improvement in the number of applications received by November 15, but the number of candidates applying for the normal closing date of January 15 is down by a further 20 per cent. The fall is particularly marked in the case of applications from women.



Nicky Harrison: proposal was "ludicrous".

Mr Beste has written to her, saying: "I believe that your visits to schools do not and did not give you an accurate picture. I fail to see how prearranged visits by education officers, with full access to head teachers and deputies, can reveal to you the real situation within our schools."

Mr Beste therefore proposes that you should, for one week, teach in one of the authority's schools. It seems to me that you, a politician deeply involved in decisions which will affect the lives of every young child in the borough,

## Bus services saved

Bus operators in Kirklees have relieved 102 out of 163 school services threatened with closure.

After discussions with Kirklees council, the West Yorkshire Passenger Transport Executive is to cut 61 services, of which 30 will be covered by private operators. The remaining 31 are unlikely to cause problems, says the council.

## Sponsored crossings

Kent firms are being asked to help schoolchildren cross the road. In a bid to ease its financial plight, the county council hopes to persuade local companies to sponsor road crossings, at an estimated saving of £211,000.

Sponsored warden would wear a coat with the name or emblem of the firm.

## Personal column

Mary Warnock

## A look on the bright side

There is in existence a small private collection of Warnock headlines, of which my favourite, naturally, is one from this paper which reads "As much Warnock as possible". There was a less agreeable one two weeks ago, however, which read "Stepping back from Warnock". The same issue (November 21) provided further evidence of the generally negative approach to the White Paper on educational needs, and to probable future legislation based on the Warnock report.

Reactions have been amazingly predictable. Everyone complains that there will be no more money. Local authorities complain that there will be no monitoring grants for them to have seats on, teachers complain because their work will be harder, but no better paid. I find the general pessimism sad, and the outcome probably wasteful. The proposition that nothing is possible without the allocation of extra resources will render itself true. People will come to believe that nothing can be done, on the grounds that not everything can be.

Quite contrary to such beliefs, there is evidence for many different parts of the country that both L.E.A.s and particular schools—including private schools—are beginning to think in terms of special needs rather than particular labelled handicaps and that some voluntary societies (especially those concerned with dyslexia) are focusing attention on learning difficulties rather than on named and exclusive categories of disability.

There is even evidence that very actively here and there (especially in Bristol), work is beginning that will bring the different professions, teaching, social and medical, several steps nearer collaboration. Legislation is the framework within which such crucial advances are already being made. For my part I ask no more of it.

Of course it would be marvellous if there were money. And of course some L.E.A.s are cheating, and pretending that their cuts are all in the sacred name of Warnock. Such

All this progress, and much more, could be halted if teachers insist that nothing can be done without money. Dislike of government should not be made the excuse for dislike of change. Enormous changes in the education of children with special needs have taken place in the past 10 years. It is far better to build optimistically on those changes, even within a highly constricted budget, than to sit around with folded hands, mourning.

Brief thoughts on Macfarlane: those who are doubtful about tertiary colleges, as I am, fear that they may spell the final end of the grammar school ideal. It was probably naïve to hope, as I did, that comprehensive schools could retain the traditions of the grammar school while bringing to them new virtues of their own. In Oxfordshire, in the far off days, we certainly believed that this would happen in our great new schools... Banbury, Bicester, Peers School, Littlemore. It had been in the grammar schools that the first and second-year children most benefited from the teaching of the specialist experts: this will be lost with tertiary colleges.

And there is another loss as well. The grammar schools were well accustomed to the idea that people do not develop strictly according to their age; and, especially in such fields as drama, sports, and music, there are many extremely precocious children. For such children (and some are after all, not children at all, but are fully grown at 14, 15 or 16-year-olds) it is an inestimable advantage to work alongside their elders, in chamber music, on the stage, and on the playing fields.

Their elders may be less talented but will have the advantage of maturity. If there could somehow be a sharing of teachers between school and colleges; and if there could be shared music, games and drama, perhaps on Saturdays or sometimes after school, and this as of right, then many of my doubts, at least, would be laid to rest.



Antarctic taste—or how to handle a penguin—just one of the themes discussed at London Zoo this week when the first correspondence course in animal management was launched. The guest speaker was broadcaster and naturalist David Attenborough.

## Americans stick closer to rules than 'sloppy' English

by David Lister

The assertion of Shaw's Professor Higgins, or at least his musical reimagining, that "there even are places where English completely disappears, in America they haven't used it for years", has been disproved by a computer.

English teachers, it seems, will no longer be able to reprimand their pupils for using "Americanisms". For contrary to popular opinion, American English more closely follows the rules of "good grammar" as traditionally taught in schools than do the English.

During the past 10 years Professor Geoffrey Leech of Lancaster University and academics from Oslo and Bergen universities have put one million words of modern representative English prose taken from books and newspapers on to magnetic tape. American academics have indulged in the same exercise with American publications. And now the Social Science Research Council has awarded Lancaster a £31,264 grant to analyse the findings of the two corpora.

Early analysis shows that Americans stick more closely to the rules of grammar than we do. They do not commit the "fault" of beginning a sentence with "and" or "but" as frequently as the British. Also examples of collective nouns such

as committee, government and family with a plural verb are not unusual in the British corpus, but are rare in the American.

We, however, can boast of being linguistically liberated. The American vocabulary displays sure signs of sexism with the boy and man well represented whereas the girl and woman occur more frequently in the British collection. Lancaster University hopes that the computer analysis will at the most basic level provide information on how frequently words are used and can also be used in language teaching, providing an opportunity for teaching materials and reading courses to "reflect how the language is used rather than how grammarians and pedagogues think it ought to be used."

There is one snag, though. The text on which these conclusions are to be based were collected in 1961. In the past 19 years language on both sides of the Atlantic has changed. Grandmas have become senior citizens; sir is a form of address used nearly exclusively by schoolchildren and in the army; mum is barely used at all unless in a newspaper headline on a brother's case; the women's liberation movement has lessened the incidence of the male gender in the English language. And even the most respectable papers start sentences with the word "and".

## DES 'should drop responsibility for research councils'

Responsibility for science and the research councils, which spend about £300m a year, should be removed from the Department of Education, Lord Todd, said this week in his retiring address as President of the Royal Society.

It should be given instead to an independent advisory group reporting to a minister without portfolio, with responsibility for science and technology, he said. Promotion of science was necessary to make trained scientific manpower available to meet the country's technological needs, Lord Todd said.

Without an advisory group which could call on the resources not just of government departments but on the Royal Society and the Fellowship of Engineering, government would continue to depend on internal advisers from executive departments, whose views would be in some measure partisan.

## Magazine winners

Pupils at Carlton in Wilford School, a secondary school in Gilling, North Yorkshire, have won the first prize in a national school magazine competition run by The Sunday Times for their magazine *Paradox*. In all, 200 schools competed for the prize of £500.

## WE'VE OVER 200 OUTLETS FOR YOUNG PEOPLE'S TALENTS

Young people who are seeking careers that can provide real variety, security and prospects, should put Sainsbury's Retail Management at the top of their list. Too many people greatly underestimate the challenge such a career can bring. The Company is now enjoying great success and continual growth—well over 200 outlets are already located throughout the country and over 50 more will be built over the next three years. So right now, we can provide an even greater range of excellent opportunities than ever before.

**We've over 200 outlets for young people's talents**

You'll find that Sainsbury's have a great deal that's worth hearing about. Retail Recruitment Office, J. Sainsbury Ltd., FREEPOST, London SE1 6ER.

**SAINSBURY'S**

MORE OF A CHALLENGE  
MORE OF A CAREER



Architects and local authorities have failed to consult teachers when designing primary schools, reports Bob Doe

## Open planning blight

Design faults in open plan primaries have been repeated in school after school, according to a Schools Council report.

- It says:
- only a third of staff in open plan schools like them;
  - up to a quarter of the day or more can be taken up by classes moving around;
  - open plan schools are not all ultra-progressive;
  - open plan schools are more stressful to work in;
  - some teach seven hours of mathematics a week while others only teach two.

The most common type of open plan school in England and Wales is the one least liked by teachers, according to the Lancaster University team that looked into open plan schools for the Schools Council.

Mistakes in design have been repeated because nobody asked teachers if they thought the designs worked properly, children in the upper age range.

In the team's report, published this week, the researchers blame both architects and local authorities for failing to consult teachers beforehand and for not checking that the buildings worked properly afterwards.

The team, under Professor Neville Bennett, says open plan schools were originally conceived to fit in with what were thought to be modern teaching methods. Later, however, they became the only primary schools built because they were cheaper than schools with corridors.

Over 10 per cent of the primary schools in England and Wales are now open plan, but the researchers say little account has been taken of this.

They questioned all the head teachers and a third of the teachers in every one of these 2,000 schools. In addition the Lancaster team visited over 100 schools and carried out interviews and detailed observations in 23 schools.

They found a huge variety of practices, both in what was being

taught and how. Open-plan units designed for two or three teachers with shared practical and quiet areas were the most common. But this was the type least liked by teachers. They wanted more shared open areas to make team teaching feasible and complained of excessive noise and disturbance.

Teachers also said there were not enough open practical areas which could be easily supervised. One "fairly typical" example quoted was a school where the practical areas were main thoroughfares with no electric sockets and only one sink each. There were no cloakrooms and only one blackboard between two classes. Use of the central hall caused considerable disturbance because there were 10 rooms opening off it.

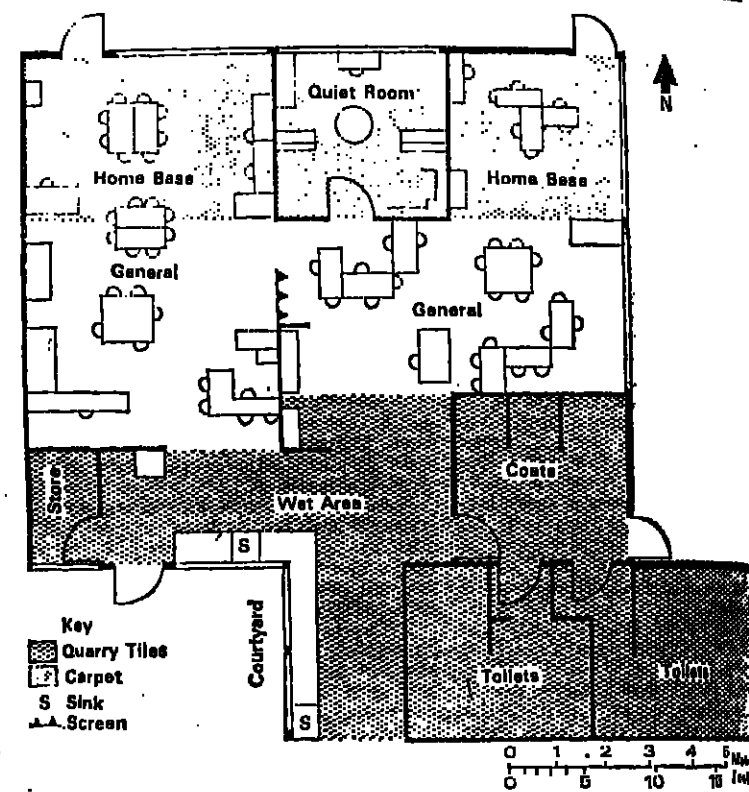
Perhaps not surprisingly, a third of the teachers in open plan schools preferred conventional schools. A similar number said they liked open plan and the rest expressed no preference.

Teachers complained open plan was more tiring because of the constant demands from children and the need to keep noise down. More than a half liked open plan largely because they enjoyed being able to get involved with classroom organization more easily. Few local authorities had coherent plans for open plan schooling, either for designing or for staffing, the researchers say. Each school tended to be built as a one-off, often by different architects.

Few advisers or teacher trainers had ever taught in such schools and insufficient attention was given to open classroom techniques in initial or in-service teacher training.

Considerable amounts of time seem to be wasted in open plan schools, though no detailed comparison with conventional classes was made. A quarter of the day in open plan infant schools could be spent on such things as calling the register, moving about from one activity to another, tidying up, changing for PE or just waiting.

The researchers pointed out, however, that the time spent in, say,



Poor design: quiet room and wet area cannot be supervised from main bases. This design won an architectural award.

tying an infant child's shoelace, is not necessarily wasted. But in addition to this "administration and transition" time, for another 16 per cent of the day on average pupils were found to be "uninvolved" in their work. There was wide variation between schools on these measures of efficiency. Some managed to halve "transition" times.

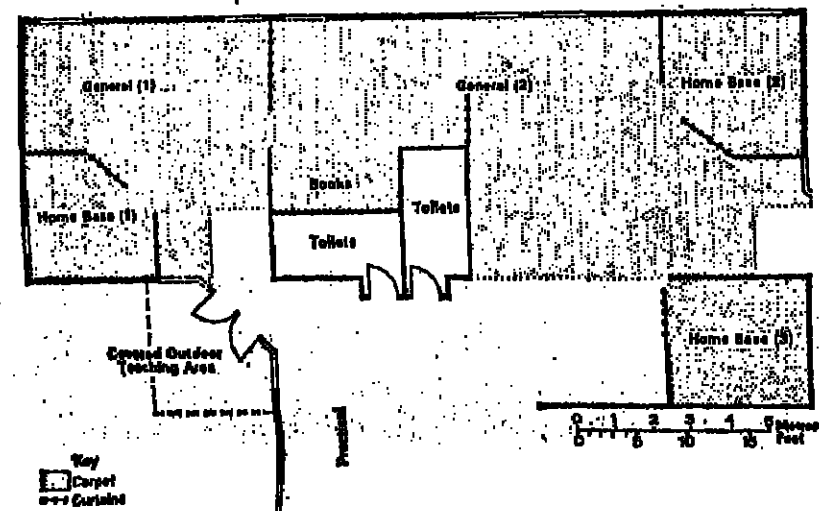
There was also considerable variation in the time spent on different subjects. Half the day on average was spent on language and maths, though three times as long was spent on language than maths in some schools. Some taught two hours maths a week while others taught seven. Environmental studies varied between nil and seven hours a week.

Pupils' concentration varied with the subjects. While they were actively "involved" for only two thirds of the time in maths, they concentrated for 95 per cent of the time in social and moral education.

Professor Bennett said this was that some teachers were evidently better organized than others.

Though the team had found much to criticize, they were not arguing for a return to conventional schools. "Nothing in our data says let's get back to separate bases," he said. "If open-plan schools are well designed they open up new possibilities where teachers trained to make use of that Open plan was more stimulating and more demanding. Not all teachers were suited to it, and staff policies should recognize this. Local authorities should take teachers' preferences into account when employing them. Open-plan schools needed committed teachers to make the best of them, not 'teacher misfits'."

Open Plan Schools, by Neville Bennett, Jenny Andrews, Phil Hegarty, and Barbara Wade, published by NFER Publishing Company. Price £3.75.



Good design: the practical area can be supervised from the general teaching area.

## Let three-year-olds share classes, says Lady Young

by Biddy Passmore

Young children should share nursery classes, so that more can attend, according to Lady Young, junior education minister.

Addressing the National Campaign for Nursery Education in London at the weekend, Lady Young pointed out that the number of three and four-year-olds was now at its lowest. Local authorities should take advantage of this by making existing facilities more widely available.

"Why not let a three-year-old attend a nursery class for only two half days a week?", she asked. Eighteen per cent of three-year-olds at present attend nursery education and that proportion could be increased substantially by allowing

young children to share a class. The pattern of attendance would need to be progressive so that by the age of four or so children would be attending nursery classes for five half days a week.

The Minister said the preferred nursery education to "the cheaper but, for the children, less satisfactory" option of admitting them to a reception class. In a reception class, she said, they might find themselves with five and perhaps six-year-olds with only one member of staff, who had not been specially trained, to teach younger children.

Provisional statistics showed that the number of children in nursery classes had risen by 5,600 between 1979 and 1980, Lady Young added, although the number in nursery schools remained roughly the same.

## British Council faces major review of its work

by Hilary Wilce

Important changes of emphasis in the work of the British Council are expected to result from two major internal reviews currently being conducted.

The financial and organizational structures of Britain's complex and many-faceted agency of cultural diplomacy are under review by a team headed by Lord Selsdon. The three-man inquiry is expected to report to Sir Charles Troughton, chairman of the British Council, early next year.

At the same time Mr John Burgin, who took up his post as director-general of the council in May, is conducting his own policy review. He has completed consultations with council staff and plans to consult with outside advisers in the new year.

The two channels of inquiry are likely to converge next spring and it is obviously hoped that their findings and recommendations will provide a firm foundation for council work in the 1980s, after several years of extreme difficulty.

Sir Charles Troughton, chairman of the Council, writing in the 1973-80 annual report, published yesterday, expresses hopes that, after this, "we shall be able to face the very challenging years ahead with a clean bill of health and without further inquiries".

The kind of "inquiries" he has in mind are almost certainly the kind that the council has been busy defending itself against in recent years. In 1977 the Central Policy Review Staff recommended axing the council altogether, and shortly afterwards the Government proposed to cut its core budget funds

by 25 per cent.

Vigorous opposition has brought these cuts down to £8.5m, the 18 per cent, over the five years 1979-80 to 1983-84, but cuts have still taken their toll of programmes and morale over the years reviewed.

Books, arts and scholarship schemes have all been reviewed and five hundred posts are to be phased out by March next year.

In this climate one view of council work which is almost certain to be strengthened under the new regime is of priorities in the growing years of contract educational development work done on behalf of international funding agencies such as the World Bank.

\*The British Council Annual Report 1979-80, obtainable from the British Council, 10 Spring Gardens, London SW1A 2BN, price £1.20.

## DES changes mean closer poly and university links

Planning of the universities and polytechnics will be brought closer together as a result of organizational changes at the DES announced in May and completed last week.

Three departmental branches, under Mr Richard Bird, deputy secretary, will be responsible for all higher education, further education and science.

The most significant change is the grouping of university and public sector higher education in a single branch (FHE1) under one deputy secretary—Mr John Thompson, who took up his post last week. The university sector and the polytechnics and colleges were previously organized under separate branches.

branch is the new head of the second branch (FHE2), whose responsibilities are largely unchanged. Its four divisions will cover education and industry, especially engineering and youth policy; vocational training; the 16 to 19 age group; and continuing education.

The third branch, FHE3, is to be run by Mr Noel Thompson, deputy secretary. It covers student affairs, the Open University, institutional and legislative matters, student awards and the research councils. For the first time, two of the assistant secretaries in one branch will be a married couple. Within FHE2, Mr Richard Chatterway takes responsibility for technical education and 16 to 19 provision, while his wife Carol is in charge of adult and continuing education.

## More news on page 14

### LEUKAEMIA RESEARCH FUND LEADS THE FIGHT NATIONWIDE

We must find a cure for Leukaemia. Research by expert teams throughout the country will bring it closer, and we sponsor over 20 such research programmes, at well as care for patients, right now. The Fund's running costs are the lowest possible, so your help goes straight towards research. Please give generously.

Leukaemia Research Fund, 43 Great Ormond Street, London WC1N 3JF. Telephone 01-405 0044.

# WILL YOUR SIXTH FORMERS STILL BE IGNORANT WHEN THEY GET TO UNIVERSITY?

Obviously you'll be preparing them well academically. But what will they really know about university life itself?

Our research and the experience of many people running universities show that thousands of students arrive with little idea of what to expect.

Their problems range from choosing the wrong course to arriving at college without the right bed linen.

We told Jack Rosenthal about these problems and asked him to write a film

At times, their story will have you and your Sixth Formers in fits of laughter.

More importantly, though, 'The First Day' provides your class with an essential and, ultimately, reassuring insight into the real differences between school and university.

This 16mm film, along with the accompanying leaflets, will be available on free loan from the start of the Spring Term.

So book your showing now by completing the coupon below.

Just in case you're worried that it's little more than a commercial for us, you'll be pleased to hear our name gets only one mention in the entire film.

Right at the end. Where it says, 'Sponsored by Barclays'.



that would help prepare Sixth Formers for their new life.

(You probably remember how well he handled the problems of 'The Bar Mitzvah Boy'.)

The result is an important and highly entertaining 30 minute film called 'The First Day'. It follows the fictitious, and yet realistic, experiences of three very different freshers.

ORDER REQUEST TO: Barclays Bank Film Library, 12 The Square, Vicarage Farm Road, Peterborough PE1 5TS. Please send me a copy of 'The First Day'.

I would like \_\_\_\_\_ supporting leaflets.

Show date \_\_\_\_\_

Name of contact at school \_\_\_\_\_

School name and address \_\_\_\_\_

Phone No. \_\_\_\_\_

If you would like someone from Barclays to introduce this film, please tick box ☐

Signed \_\_\_\_\_

Date \_\_\_\_\_

BARCLAYS

01802

## COURSES

### RSA CERTIFICATE IN TEACHING

English as a Second Language in the multicultural classroom

One-term full-time begins January, 1982. Early application recommended where LEAs are expected to pay tuition fees.

For further details apply Admissions (Room 302), Ealing College of Higher Education, Precept, London W5 0SA, or telephone 01-879 4111.

EALING COLLEGE OF HIGHER EDUCATION



## OVERSEAS NEWS

Middle East

## Pledges fail to secure Palestinian programme

by Hilary Wilce

A threat continues to hang over the education of more than 300,000 Palestinian refugee children in the Middle East.

The United Nations agency which runs their schools remains a deep financial difficulty, in spite of promises of £52m, most of it from the United States, the United Kingdom and Sweden, which were made at a recent pledging conference in New York.

But this still leaves the United Nations Relief and Works Agency (UNRWA) with a predicted deficit in 1981 of more than £35m, and the agency estimates that only about £15m of this can be saved by general drastic cost-cutting.

This leaves it with the choice of continuing to run all its schools in its five locations—Jordan, Syria, Lebanon, and the Israeli-occupied territories of the West Bank and the Golan strip—until, midway through next year, or closing schools in Jordan and Syria immediately in

order to lift the short-term threat from its other schools. This would affect 170,000 pupils and 5,000 teachers.

A decision is to be taken by the agency's advisory committee this month.

The agency has been in financial trouble for some time (TES, May 9), and the schools have been kept going during the last half of this year mainly by emergency donations of £2.5m each from Iran and Saudi Arabia.

The agency's health and education programmes have aroused a measure of international sympathy, and have been discussed at the Council of Europe, and in the letters columns of *The Times*. Further funds might be forthcoming from countries in the Arab world at a later date.

But UNRWA's commissioner-general, Mr Olof Rydbeck, is not hopeful of solving the agency's financial problems without a major cut-back in its education programme.

Denmark

## Fishing town 'abolishes' unemployment

by Christopher Follett

COPENHAGEN  
Denmark's third biggest North Sea fishing port no longer suffers from chronic youth unemployment, following an extensive local job-creation initiative.

The predominantly conservative Helsingør town council decided to abolish youth unemployment last year by refusing to put the young on the dole any more, and creating work for them instead.

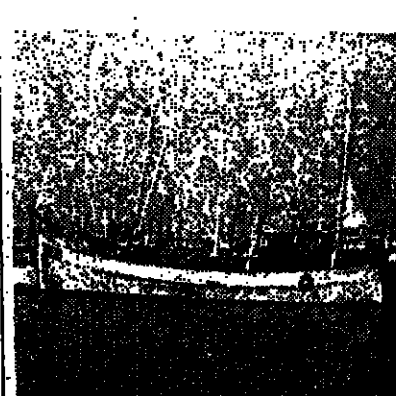
After its first year in operation, the scheme is still enthusiastically backed by local employers, union and labour exchange officials, and the young themselves, even though they earn only marginally more than they would receive in unemployment benefits—38 kroner (£2.70) per hour.

With a population of 6,000, Helsingør has been experiencing above-average youth unemployment before the council took action in 1979 and set up a youth unemployment committee. Unemployment in Denmark is currently among the lowest in the European Economic Community with 175,000 jobs less than 7 per cent of the work force. Of this figure, 75,000 or 43 per cent are young people. Youth unemployment has doubled in Denmark in the past year.

The council committee came up with 80 suggestions for jobs, mainly in the local fishing industry. Local youth work on making and repairing wooden fish crates for the large Helsingør fishing fleet.

The scheme costs about two to three million kroner (£150,000 to £215,000) annually, or 2 per cent on local rates.

According to Mr Niels Graversen, the social officer with responsibility for the programme, virtually all of the 150 young people to have taken part in the scheme to date found work or went on to further education afterwards.



Young people have been found jobs in the main local industry.

Republic of Ireland

## Revised pay deal averts trouble

by John Walshe

DUBLIN  
A revised pay offer to teachers has averted industrial strife in Irish schools.

The offer was an improvement on the recommendations of the review body report which had been unanimously rejected by the three main teacher unions.

Under the new deal basic pay rises at about £4,240 and rises to a maximum of about £8,160 on the 26th point of the scale, which is 10 years earlier than recommended by the review body.

As well as getting more money and the restoration of lower promotion posts, the unions succeeded in getting conditions taken out of the discussions.

This annoyed the review body and some school managers who wanted supervision, substitution for absent colleagues, parent contact and pastoral care to be recognised as an integral part of teaching service. Management delayed signing the pay agreement last week to make its points, but eventually agreed to do so, under strong pressure.



"Long live the Basques." Now they have control of their own school.

## Basque separation brings in changes

by James Connell

BILBAO  
After a slogging year-long battle between the Basque Government and the state authorities in Madrid, local responsibilities for education administration, promised in the autonomy statute, are at last filtering through.

The Basque parliament, which has been functioning since October at its new headquarters in Vitoria, is considering the tricky complexities of changing the previously centralized education system to a locally orientated one.

The green mist-covered valleys of the north west corner of Spain, formerly known as the Basque provinces, but now renamed Euzkadi, have long been the home of a vigorous independence movement.

Four years ago violent demonstrators turned the streets into a battleground, and the struggle for independence has continued actively.

Lengthy negotiations led to the passing, last year, of a law giving the area a measure of independence and self-government, but progress since then has been slow, and the elected general Basque council, dominated by the *Partido Nacionalista Vasco*, withdrew its members from parliament in protest.

Meanwhile the region's problems have kept it in the headlines. The separatist ETA organisation is still active, and industrial recession has produced dangerously high unemployment levels in the grimy industrial cities.

But some progress has been made in solving education powers to the region. From now on state primary and secondary schools will be administered from Vitoria, although few short-term changes are expected in the general running of the existing system.

Programmes for the in-service training of teachers in Euzkadi, the Basque language, are expected to be boosted, but many other problems are still to be resolved.

One of these is the status of state-appointed teachers working in the Basque country, and whether they will, in future, be able to transfer freely to other parts of the country, where other autonomous regions similar to the Basque model are being set up.

Anticipating this problem, state teaching jobs at Basque universities and teacher training colleges will not be on offer outside the Basque region unless expressly requested by the Basque authorities, who are anxious to stop the brain-drain to other parts of the country.

The university takeover is still under negotiation and will probably not be effective until the passing of the promised autonomous university law, which will change the controversial system whereby dons are selected by examination and then

join what is virtually the civil service. Under the new law, 75 per cent of university staff will be appointed on a variety of contracts eventually leading to tenure on merit. The system is supported actively by the Basque educational authorities.

The Basque education adviser, Signor Pedro Etxenike, a convinced nationalist and a Cambridge physics PhD, has been a member of the emerging Basque Cabinet. The body favours a pragmatic and long-term period of adjustment in the educational system, rather than sweeping changes, but Signor Etxenike is adamant that the Basque language should be introduced in all institutions on a bilingual basis.

Euzkadi was, until recently, spoken only in remote country areas and seemed doomed to extinction, but has been revived in recent years. It is unrelated to any other European language and its origins are unknown.

A sort of Basque esperanto, called *Batua*, is what is now being taught in the schools, and local politicians deliver heated speeches in it. Textbooks have been produced hastily and the language is present in heavy doses in adult education centres. (The drop-out rate is suspected to be high due to the fiendish complication of its grammatical structure.)

Local Basque schools known as *Ikastolas*, reappeared 15 years ago and have held the torch for Basque language and will form the keystone of the new educational system.

These schools, which are private and run on modest lines, originally started up in villages as cooperatives. They still retain something of a frontier spirit and are tightly administered by parents and teachers. The community has a major say in their day-to-day running.

This year 70,000 children will attend the *Ikastolas* which mainly offer schooling for children from 3 to 15, although many have expanded to a full secondary curriculum. Most of the children attending these schools tend to come from working-class backgrounds—a recent survey showed that only 11 per cent came from professional and executive homes.

The schools are obviously nationalist and have enthusiasm from Madrid's former education minister declared they were "anti-Spanish propaganda cells". There have been difficulties over the official approval of textbooks and recognition of the school certificate, but they are eligible for Government subsidies and Madrid even coughed up an extra £m for Basque-teaching.

However, state primary schools still cater for most children and the education chief firmly supports a flexible pluralistic system, which Basque ideals will be progressively introduced rather than imposed.

New Zealand

## Closure raises college fears

by Lindsay Hayes

WELLINGTON  
A government decision to close the North Shore Teachers College in Auckland has shocked administrators and raised fears about the future of the country's other seven colleges.

The decision was made without consultation and announced by the Minister of Education, Mr Merv Wellington, who gave as his reason "surplus training space".

The closure will take effect next year. All teacher training in Auckland will take place at the *Teaehanga* Teachers College, to be taken over by the Auckland Technical Institute's health-related courses.

Women's growing participation in education and training, while the less developed

## OVERSEAS NEWS

Australia

## Government acts on election promise to ease step from school to work

by Bill Purvis

SYDNEY  
Australia's Federal Government has acted speedily to fulfill an election promise to help school-leavers and young unemployed people.

The Liberal-Country Party coalition, headed by Mr Malcolm Fraser, was re-elected in October for a three-year term.

During election campaign Mr Fraser promised more help for school-leavers and the young unemployed (the national unemployment rate is just under six per cent but is as high as 20 per cent among teenagers in certain black spots).

The Government has now acted on Mr Fraser's pledge, only a matter of days before the end of the 1980 school year. Students have finished their Higher School Certificate examinations and already may be out looking for jobs.

The Government plans to help them include a multi-million-dollar incentive to employers in the key building, electrical and metal industries.

These employers will get a government subsidy of \$A1,000 (£500) for each apprentice taken on between December this year and June 1981.

It is hoped that the offer will result in an immediate employment of some 10,000 additional apprentices.

Announcing details of the scheme the Minister for Employment and Youth Affairs, Mr Ian Viner, claimed that large-scale industrial development projects could be upset by a shortage of skilled tradesmen.

In other moves designed to help school-leavers the Minister announced:

• Special transition allowance of

six dollars a week on top of the usual unemployment benefit for teenagers who take part in job-training programmes.

• Occupational information library kits to be issued to all 2,500 secondary schools.

• Establishment of work information centres in regional offices outside the main cities. Seventy-five of these centres are planned by the end of 1981.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

• A boost in subsidies paid to employers who take on previously unemployed people under the age of 25.

• Establishment of work information centres in regional offices outside the main cities.

West Germany

## Student support survives budget cuts

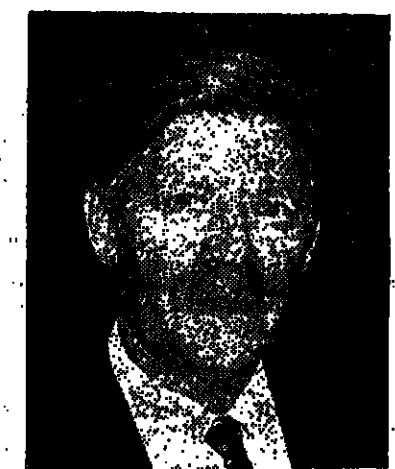
by Wellington Long

BONN  
Support for vocational training and financial assistance to students are to be maintained, even though West Germany's 1981 budget is to be rigorously restrained.

However, in outlining the programme his newly-elected government intends to follow, Chancellor Helmut Schmidt omitted any reference to educational reform.

He told the Bonn parliament he is convinced the comprehensive reforms so far established have demonstrated their efficiency and that many parents want comprehensive reforms for their children, and the wishes of the parents must be respected.

Mr Chancellor Schmidt failed to mention the Opposition Christian Democrats, whose spokesmen insist that the selective system is better equipped to bring out the talents of all young people and prepare them for careers.



Schmidt: parents want comprehensive reforms.

The Chancellor's room for manoeuvre was limited by its own decision to keep budgetary growth

in 1981 to four per cent. Actual figures will be available only after the end of the year, after the Cabinet has approved the final draft of the budget.

But Herr Juergen Schmude, Minister for Education and Science, said just before Chancellor Schmidt introduced his programme, that federal assistance for vocational training will be frozen at last year's level, and that the programme of supplying federal grants to help build housing for students will be allowed to run out, on the grounds that this is more a task for the state governments and local authorities.

Chancellor Schmidt made no mention of federal participation in the financing of university buildings, a programme used in the past to overcome regional deficiencies. Although this may continue to a reduced degree, Herr Schmude explained that the Government does not consider it the task of the federalation to help finance "expensive clinics".

Hilary Wilce on adult education and European cooperation  
Developing a response to crisis

STRASBOURG  
The development of adult education has long been the role of adult education in development.

It is not, as it might be, another way, one, the field has just ended and another is about to begin.

Delegates from 23 member states of the Council of Europe met in Strasbourg last week to survey progress on future work.

With so many international conferences, much of the debate was in the atmosphere of education, but the three-day meeting was not without its key areas of controversy from the whole Council of Europe to the United Kingdom.

A declaration by delegates at the conference pointed out the contribution that adult education, in all its many forms, can make towards economic recovery and the reduction of unemployment, the crisis of values.

Unemployment has become a major concern for the European Commission, and led to a vigorous opposition to such recommendations as the conference made.

As a result the conference made a general recommendation that co-operation in the field of adult education should continue within the broad framework of "the role of

countries of southern Europe keenly appreciated the investment value of such education. Basic education (literacy and numeracy) also brings economic returns, but delegates also stressed the need for adult education to meet the desire for personal development and to encourage cultural identity and development.

A political tussle marked the outcome of the conference. There was pressure from a few delegates, backed by hopes of the Council secretariat, for the conference to recommend "minimum conditions and criteria" for adult education and to recommend that human rights in this area be enshrined in a convention, binding on countries which ratified it.

Most delegates were anxious to sidestep such commitments. United Kingdom delegates, moved on a vision of British citizens pleading in Strasbourg that public spending cuts had deprived them of their fundamental human right to macramé classes. They were well aware how little their political masters love the idea of the European Human Rights Convention at the moment, with school corporal punishment cases due to go before the European Commission, and led a vigorous opposition to such recommendations.

As a result the conference made a general recommendation that co-operation in the field of adult education should continue within the broad framework of "the role of

countries of southern Europe keenly appreciated the investment value of such education. Basic education (literacy and numeracy) also brings economic returns, but delegates also stressed the need for adult education to meet the desire for personal development and to encourage cultural identity and development.

A political tussle marked the outcome of the conference. There was pressure from a few delegates, backed by hopes of the Council secretariat, for the conference to recommend "minimum conditions and criteria" for adult education and to recommend that human rights in this area be enshrined in a convention, binding on countries which ratified it.

Most delegates were anxious to sidestep such commitments. United Kingdom delegates, moved on a vision of British citizens pleading in Strasbourg that public spending cuts had deprived them of their fundamental human right to macramé classes. They were well aware how little their political masters love the idea of the European Human Rights Convention at the moment, with school corporal punishment cases due to go before the European Commission, and led a vigorous opposition to such recommendations.

As a result the conference made a general recommendation that co-operation in the field of adult education should continue within the broad framework of "the role of



## Summer Adventure in USA for 7-17 year olds.

- FULLY SUPERVISED HOLIDAYS TO CHOICE OF 40 CAMPS ACROSS USA.
- LIVE IN PURPOSE-BUILT LOG CABINS
- FREE PLACE TO PARTY ORGANISER WITH EVERY 10

ALL-IN PRICES—  
2 WEEKS INCL. FLIGHTS  
(EX-LONDON)  
FROM £390.00



32 & Hill St. Richmond, Surrey. Tel: 01-948 4201

- 7 Day tours of Brittany or Normandy £95.00 per head
- 10 Day tours of Brittany or Normandy £130.00 per head
- 7 Day tour Loire Valley £90 per head
- 10 Day tour Loire Valley and Paris £130.00 per head

## NEWBOURNE TRANSPORT

Write to us at 296 Rowley Way, London N.W.8  
for detailed itineraries and information.

## Car Camping Holidays in France FROM AROUND £63 PER PERSON

- ★ 6 superb sites in the beautiful French regions, including Brittany and the Pyrenees.
- ★ 14 nights accommodation in fully equipped, 'home-from-home' 6 berth tents.
- ★ Overnight stops available in tents and hotels on route.
- ★ All motor car recovery and personal insurance included.
- ★ Boat and hovercraft crossings for car and passengers from Dover and other Channel ports.
- ★ Choose your own date of departure.
- ★ Please note for public holidays of instant reservation! (Lafayette 0253 552621 or post the coupon below).

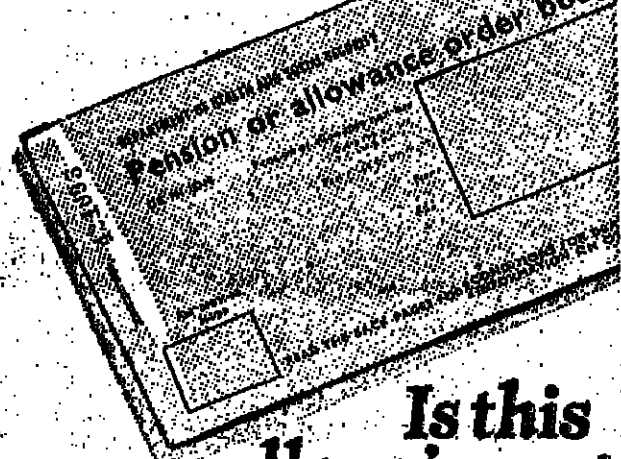


Please send details of Car Camping holidays in France. Name \_\_\_\_\_ Address \_\_\_\_\_

## SCHOOL VISITS TO LONDON

Our three hotels are situated in the quiet, central area of Kensington, close to the museums, exhibition centres, and many other places of interest. Until March 31st, 1981, we are pleased to offer school groups a reduced GROUP RATE is now only £8.50 per person for 1 night stays and £8.00 per person, per night for stays of 2 nights or more. Breakfast and VAT are included. Evening meals can be arranged. LODGE HOTEL GROUP 83/85 Onslow Gardens, London SW7 2BU Tel. 01-573 7257 or 01-570 1160

You spend your life looking after others.



Is this all you've got to look forward to?

- ★ SWPF offers pension schemes tailor-made to the needs of charities and voluntary organisations etc.
- ★ Independent fund - pays no commissions, therefore low management expenses.
- ★ First class investments mean great value for money - even for early leavers.
- ★ Democratic - members elect management and are kept fully informed.
- ★ Cautious quotations ensure realistic expectations.
- ★ Just send coupon for full details.

## Social Workers Pension Fund

Name \_\_\_\_\_ Address \_\_\_\_\_

03-96 Borough High Street, London SE1 1NL. 01-403 0301.







## NEWS

## Conference criticizes school sports and physical education standards

### Drugs warning to young athletes

by Diane Spencer

Schoolchildren take potentially dangerous drugs to improve their sporting performance, speakers and delegates at a major sporting conference alleged last week.

The conference also heard that standards of school sports and physical education were slipping.

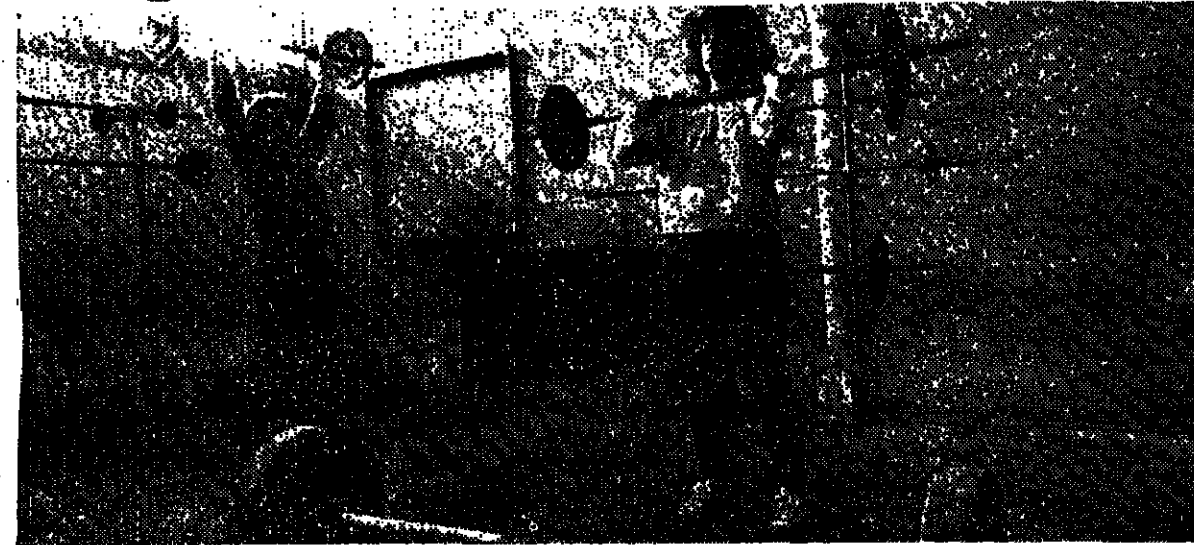
Dr David Cowan, of the Drug Control Centre, Chelsea College, London University, said at the annual conference of the Central Council of Physical Recreation in Bournemouth that some drugs had side effects that were reversible in adults, but not for adolescents. Anabolic steroids, for example, could permanently stunt growth and cause menstrual problems for girls.

Many drugs were too easily available. "Beta blockers", a generic name for compounds which have a tranquillizing effect on the heart, and quite legitimately prescribed for reducing blood pressure, are widely misused. One delegate claimed they were used by pistol shooters even at junior level.

Dr Cowan thought it quite likely that drugs could be passed around at sports centres, having been obtained quite properly for other purposes through family doctors.

After the death of cyclist Tommy Simpson in 1967, who had been asphyxiated in the saddle because he was so heavily doped on amphetamines, the cycling sport authorities had tightened controls so much that drugs were virtually no longer a problem.

"Does every sport have to have a death before something is done?" he asked. "If sport is not going to



Keeping sporting standards at a healthy level.

become a competition between pharmacologists, we must stop drug misuse."

Mr Arthur Gold, president of the European Athletics Association, said: "We are certainly not snowed out of this country. Drug abuse is more widespread than people think, even at junior level." He thought that the burden should be placed on coaches to see it was stopped.

Mr Frank Dick, chief coach of the British Amateur Athletics Association, said after the session, that at present the motivation to take drugs was very high, as athletes would try anything to improve their performance.

It was not enough of a deterrent to point out how unethical it was; punishments must be more severe. Banning a sportsman for a year is a joke—it gives them more time to train, and possibly to fill themselves with more drugs—they should be banned for life, and what's more, be kicked out of the sport altogether.

School sports and physical education standards were criticized by Mr Peter Lawson, general secretary of the CCFR. "The last 10 years has seen a substantial regression and developments which are quite contrary to the best interests of sport as a whole in this country," he said.

famous and flourishing colleges such as Carnegie, St Lukes and Loughborough, had disappeared and the flow of sports specialists in our schools had died almost to a trickle.

Ten years ago these specialists guided an army of teachers to regard the development of sport, especially on Saturdays, as part and parcel of their commitment to a school programme.

Today, teachers' attitudes had changed so much that sport governing bodies were forced to introduce young children to sports in their clubs—they no longer had encouragement in schools.

## How Tories won war of the words

by David Lister

The Conservatives have managed to cultivate their image as champions of high standards in education by stealing and then exploiting the language of their political enemies, according to a polytechnic lecturer.

A manipulation of language helped by the emergence of Dr Rhodes Boyson, "Tory populist par excellence", helped the Tories make much of the running on educational issues in the last decade. Mr Clive Griggs, a teacher in Brighton Polytechnic education department, said in his lecture to the annual history workshop usually held at Ruskin College, Oxford, but this year held at the polytechnic.

He said the party had captured the language of their opponents and exploited it to good political effect. "Hence the cries of falling standards in primary schools which became so common in the 1970s, support for selective education in the guise of parental choice, and the steady campaign to introduce vouchers in the name of freedom in schooling."

Comprehensive schools were condemned as 'too big' although the average remained at below 900 pupils and much below the 1,200 of Eton. Not that the Tories were unwise enough to condemn these schools completely. With memories of vociferous middle class parents condemning the 11-plus still fresh in their ears, Conservatives were quite good but both 'variety' and 'greater individual liberty' would best be served if at the same time a few selective schools were retained in the area.

Their appeals to restore grammar schools never mentioned restoring secondary modern schools, he said, and the Tories ignored too that the playing schools for bright working class children much championed by the party were mostly won by children from families with above average incomes.

The Tories took the initiative last year through the Black Papers and then by presenting the William Tyndale affair as the inevitable consequence of recent changes in primary school teaching.

He went on: "That the Conservative Party was able to pose as the champion of high standards in education and even as the guardian of just-learned working class values is due to two main factors: it would seem, the adoption and exploitation by their education spokesmen of the best words; freedom, parent's choice, maintenance of standards etc; the second was Tory populism of Dr Rhodes Boyson, Tory populist par excellence, who was able to foster the real concern of many parents by painting a grim picture of 'contemporary education' and pointing to some past Golden Age when selective education was at its peak which had to be restored if present problems were to be solved."

Throughout this propaganda victory by the Tories, Labour failed to mount an effective challenge he said. There was considerable confusion among people of the left. Many for example considered the term 'progressive' in education to be synonymous with 'progressive' in politics.

He advocates that the Labour movement consider the use of words in political battle more carefully. "To begin with a glossary of meanings needs to be provided to interpret the words used by Conservatives in their literature and speeches. Thus parental choice needs to be read as 'choice' in education according to the purchasing power of the parents' and so on."

At the same time the Labour movement needs to deal with real problems, that do exist, which involve four other schools in Great Britain including Gordonstoun.

## School to work

### At last the full training picture?

The first full picture of the education and training of Britain's workforce is provided by the National Training Survey published this week. The biggest survey of its kind ever attempted, it describes in detail the skills of one in every 500 of the working population and the use made of them. But a question overshadows the findings—whether they are to be trusted as a guide to the current stock of skills and their use, since the survey was carried out by the Manpower Services

Commission five years ago. Mr Graham Reid, the commission's director of intelligence and planning, said this week that although the usefulness of the survey had been diminished by the delay, it should still be possible to derive a great deal of information about the present stock of skills by taking it together with information from the national census and other smaller "snapshot" surveys.

Mark Jackson reports.

Most people move out of the occupations for which they have originally trained, the survey discloses. More than 70 per cent of the 25,000 men interviewed had done so, although about half had moved to related occupations.

Those interviewed were asked about their education and training for their first job, and about all the jobs they had held in the previous 10 years. They were also asked about skills of unemployment and sickness.

The replies showed that: The unqualified were concentrated largely into particular industries—half the men without qualifications and two thirds of the women were working in a third of the main industry groups.

The highly qualified were found mainly in a few industries—some of which more than a quarter of the men had at least A levels, although for women this applied only to the professions and science.

Three quarters of the men but only half the women had got some training at work; and the amount of training given by industry was increasing.

Apprentice-trained workers were more likely to stay in their trades—three quarters of the men and a quarter of the women had stayed in the one in which they were trained or related jobs.

The jobs that provided the least formal training for adult workers were those connected with farming and fishing, where four out of five said they had received none.

The survey found that in most occupations men and women got about the same amount of training, and that the smaller total number of women trained was because they were concentrated in occupations which provided less.

Employers paid for most of the training—nearly two-thirds in the case of courses started by men in 1974, and more than half of those started by women.

Local education authorities gave more support to women than men, and their courses covered a much wider range than the corresponding studies which made up 42 per cent of the courses taken by men and 55 per cent of those taken by women. Training in firms was mainly for manual occupations.

The tendency to move out of the jobs for which people had originally trained varied greatly between occupations—all those in the survey who had started as hotel porters had moved into something else, while all the dentists were still practising. Teachers were among those who changed their jobs frequently or moved out of their occupations and back.

### Employment in 1975 of people who had an apprenticeship qualification

Age Group	Men			Women		
	Occupation in which employed	Not in employment	Unrelated	Occupation in which employed	Not in employment	Unrelated
16-24	55	17	17	21	2	2
25-34	38	3	3	10	4	4
35-44	30	3	3	10	4	4
45-54	25	3	3	10	4	4
55-64	40	28	21	20	5	24

\*Occupations for which the apprenticeship training received was relevant.

Institute of Careers Officers conference on youth unemployment. Sandra Hempel reports

### Call for 'special protection' against the cuts

The Government should ask local authorities to protect the careers service from job cuts just as it had for law and order, Mr Ray Hurst, local authority secretary of the Institute of Careers Officers, told a conference on youth unemployment in London last week.

The benefit of the additional 200 jobs just announced would be lost if local authorities went on making cuts in general careers staff, Mr

Hurst told the conference, organized by the Institute of Careers Officers. He said it threatened the effectiveness with which the careers service could respond to the expansion of the Youth Opportunities Programme.

"There is no doubt," he said, "that many of this year's school leavers will not obtain real jobs during the next two years. They will be dependent on YOP and similar schemes. The real challenge

is to find openings in YOP for young people who have already been in the scheme but need second and even third opportunities while at the same time not depriving young people of their first opportunity."

The introduction of a unified vocational training to include those young workers in jobs where formal training was not given was long overdue, Mr Hurst said. Young people in YOP would get continued education and training for a while

but as soon as they entered a job it might stop. "The biggest danger in the present situation is the development of longer-term unemployment affecting young people. This does have a demoralizing effect and leads to complacency and withdrawal."

He called for new government initiatives to expand YOP and all other special schemes perhaps by introducing financial incentives, premiums or subsidies to employers.

### Industry balks at the costs

Training is not an absolute good and can be imposed from economic circumstances. Though employers agreed to training they were not prepared to bear yet another imposition of costs for national training.

It was the message that careers officers heard from Mr David Gifford, head of education and training department of the Confederation of British Industry.

"We have found among our members an overwhelming consensus that industry funding of training is not another burden on business and is difficult enough to sustain. We do not like coming to understand what is social by means of a levy."

He said the Government's decision to fund the Great Exhibition had forgotten that the nation is dependent on creating a new generation of workers.

He said that the private sector should be judged in the end by its contribution to the nation's economic well-being.

He said that the private sector should be judged in the end by its contribution to the nation's economic well-being.

He said that the private sector should be judged in the end by its contribution to the nation's economic well-being.

### YOP expansion will prove 'severe test'

The decision to expand the Youth Opportunities Programme by fifty per cent was a step on the road to achieving the unthinkable, according to Mr Geoffrey Holland, director of special programmes of the Manpower Services Commission.

Mr Holland said there would be places for more than 440,000 16 to 18-year-olds next year.

"If in 1977 or early 1978 you had been told that in two or three years there would be six times as many opportunities for unemployed young people, that by then nearly 400,000 unemployed boys and girls who had no prospects would have

got jobs; and that in each of the next two years, when 11 million young people would leave school without a job, a place in full time further education or an offer of a training or work experience opportunity, you might have been sceptical if not incredulous," he said.

The expansion of YOP was a severe test, particularly for the careers service. The task of the service was not just bigger; its nature was changing. Local authorities sometimes failed to realize that the careers service was already responsible for more young people for a longer time.

There were problems, however, over the future of YOP. Fifty per cent more opportunities would be needed in six months time, when the recession was making opportunities more difficult to find. If unemployment continued to rise then less young people would get a job immediately after leaving school.

The expanded programme, which could spoil its credibility. There was the challenge of maintaining and improving the quality of the opportunities. Not all the schemes were winners, Mr Holland admitted.

There were also restrictions on staff and resources. "Somehow we all have to make more bricks with the same or less straw."

### Opportunities were 'wasted'

Britain's unemployment problem began about 15 years ago, Mr John Crawford, Chief Education Officer for the City of Birmingham, said. During the boom years of the 1960s and 1970s money was wasted.

"In those days the careers service meant just that. One thing that we failed to do, however, was to build into the immediate post-statutory school leaving age any sort of integrated further education and career training pattern."

The years of rising unemployment were matched by the static number of those going to stay in school—73 per cent left during 1973-74 compared with 72 per cent last year.

The Youth Opportunities Programme evolved in an emergency and had always been identified as a temporary measure. Mr Crawford said the success of the programme was measured by the numbers of young people finding

jobs. What was lacking was a strategy relating the various education and training opportunities.

"The careers service has been stood on its head. It has gone from a situation where most people could get a job and needed sophisticated advice to a situation where 50 per cent of young people in some areas are out of work."

Mr Prior had announced a wonderful initiative in the extra support for the young but less than a week later Sir Geoffrey Havers announced very significant new targets for government expenditure.

"The problem goes beyond the financial implications, however. I am not convinced that in future there will be a simplistic relationship between wealth and the number of jobs. A return to prosperity will not necessarily mean more jobs. We must look at where we are going now."

### Time for rethink on youth policy?

The present period of continuous heavy unemployment was the time to take a radical look at what was being done for young people and to see if it should not be done differently, Mr Peter Gordon, chairman of Sheffield education committee and vice chairman of the Association of Metropolitan Authorities, told the conference.

"The Manpower Services Commission has done a marvellous job in a short space of time to get things moving but we must look at the 16 to 19 year olds who are unemployed, think up things for them to do and let the MSC pay for them," he said.

"We need a radical redistribution of resources and transformation of society at work or there will be immense tensions. There should be a share-out of hours and weeks at work."

## TUC wants apprentices trade off

The price of union cooperation in the reform of apprenticeship which the Government is about to try to get under way is vocational preparation for all young workers.

The TUC's general secretary, Mr Len Murray, made this plain at the British Association of Commercial and Industrial Education conference in London last Thursday. And Lord Gower, the Minister responsible for youth employment, made it equally clear to the conference that the Government understands the terms of the deal offered.

The Government's preparations to announce a 10-year programme for the reshaping of the whole industrial training system are set out in a draft consultative paper submitted in last week's TES. It commits the Government to seek the reform of apprenticeship by removing entry barriers and time serving, greatly widening adult training, and the development of a one-year traineeship to provide basic vocational preparation for all youngsters starting work.

Without referring to the draft plan, which is still officially confidential, Lord Gower spelt out these three objectives as broad areas in which, he said, development is needed. He talked at length about the desirability of vocational preparation, and said that the Government was working towards providing it for all youngsters not in full-time education. But he stopped short of a commitment to provide it for all those starting work.

Mr Murray said that he welcomed the statement by the Employment Secretary the previous day recognizing the need to provide all workers with basic skills. "They entered employment and the chance to upgrade their skills later. The TUC had already made detailed proposals for such measures," said Mr Murray.

"This could provide the basis for a staged training system which meets the needs of employers and the nation and gives all workers the base for developing all their skills," he said. "A common element of vocational preparation for the first year of work with additional skills modules available, could be developed so as to ease rigid age restrictions on entry to apprenticeship."

But Mr Murray warned that the unions, although they accepted that changes in the pay structure for young people might be necessary, would not allow it to be removed from collective bargaining. "It's a good looking wistfully at countries like Germany... the trade unions in this country are not giving up their responsibility to protect the interests of young workers, and to prevent them being used as cheap labour by the unscrupulous employers who still exist." Any attempt to play tricks against the unions, he said, could halt the necessary changes in their tracks.

Mr Murray also warned that the unions were not prepared to accept the dismantling of the industry training boards, a move threatened by the Employment Secretary's announcement of a detailed industry-by-industry inquiry which the Government expects to lead to the closure of those boards for which a clear case is not demonstrated.

Mr Murray's firm stand against changes in the training board structure may present the Government with a considerable dilemma, since its promise to prune the boards is largely a response to CBI demands. The Government needs the whole-hearted support of both sides of industry if it is to get a programme to change the training system off the ground.

But Mr Murray himself appears confident that a way will be found around the problem. He said after the conference that he hoped to start talks with the CBI this week, aimed at a formal framework agreement on training, which the Government regards as the vital prerequisite for reform. "We ought to be able to agree in this field, which is something that we both know about," he said.

### Tertiary college for Cheshire

by Sarah Bayliss

The first tertiary college in Cheshire will be established in Crewe after a decision in its favour by Mr Mark Carlisle, the Education Secretary.

From September 1982 the town's four secondary schools will cater for 11 to 16-year-olds only and the South Cheshire College of Further Education will be reformed into a tertiary college for 2,500 16 to 19-year-olds (full-time equivalents).

Announcing his decision, Mr Carlisle stressed that everything possible should be done to minimize problems for the 11 to 16 schools. Particularly that of attracting staff of sufficient academic calibre. This reflected a concern expressed by parents objecting to the scheme.

Mr John Hollinshead, chairman of Cheshire's education committee, said the Secretary of State's reservation about staffing would be noted. But he added: "We have many of the 11 to 16 schools in the county and their staff are second to none in qualifications and experience. I have no misgivings on that account."

Twenty-five staff from the existing schools are expected to transfer full-time to the tertiary college and all will be employed under the Durham further education regulations.

This decision has ended two years of uncertainty in Crewe, a proposal to establish a tertiary college was first made in September 1979 but failed to get approval.

"This points the way to extended opportunities for all our young people," said Mr Hollinshead. "The new college—and it will be a new college—will be a dynamic educational force in the town."

The Department of Education said 31 letters of objection and 16 letters of approval had been sent to the Secretary of State on the Crewe scheme.

### Pupils back cane

A survey of 800 boys and girls at a Sheffield comprehensive school shows that more than 80 per cent of them are in favour of keeping corporal punishment.

### Cost of evening classes varies widely

A growing disparity in evening class fees charged by local authorities is revealed this week in a survey carried out by the National Institute of Adult Education.

It reflects the trend by an increasing number of local education authorities to cease paying for adult education out of the public purse and make the service self-financing. It also shows the reluctance of most L.E.A.s to offer reduced fees to those on supplementary benefits, the unemployed and the handicapped. In some cases these students are charged the full cost.

Most authorities however continue to award concessions to old age pensioners.

The survey was compiled from figures sent to the NIAE by 66 L.E.A.s. In response to a questionnaire sent out to all chief education officers last month. The Institute, together with the Advisory Council for Adult and Continuing Education, intends to publish a more detailed analysis early next year.

The preliminary survey shows that the average fee charged this

year by an L.E.A. for a non-vocational evening class is 42p an hour, out of a total range of between 15p and 80p an hour. This corresponds to an average of £8.40 for a course of two hours a week over a 10-week term.

Among most L.E.A.s rates for O level classes are lower this year than for non-vocational classes. The average charged is 27p an hour, but rates vary from 10p to 50p an hour for a 60-hour course. Fees for A level courses are cheaper at 25p an hour on average for a course lasting 75 hours. The total range is between 15p and 55p an hour.

Few authorities give reductions for enrolment in second and subsequent courses, whether non-vocational or leading to a public examination.

Most L.E.A.s, 60 out of the 66 which replied to the questionnaire, charge reduced fees to old-age pensioners for non-vocational classes at an average of 18p an hour. Some charge nothing, but two said they imposed the full fee. Most give concessions to old-age

pensioners for examination courses. Under-18-year-olds are charged reduced fees in most L.E.A.s for both non-vocational and examination courses, but only 26 out of 65 L.E.A.s provide free adult basic education classes, including literacy and numeracy.

A separate unpublished survey of evening class fees in the outer London boroughs and the home counties also reflects the growing disparity.

Rates vary from 18p an hour (£11 a year) in Waltham Forest to 75p an hour (£45 a year) in parts of West-Sussex for a two-hour course over a 30-hour year. The average at 35p an hour is lower than the overall national one of 42p.

The annual conference of the National Foundation for Voluntary Literacy Schemes held at Wick, Devon, for non-vocational classes at an average of 18p an hour. Some charge nothing, but two said they imposed the full fee. Most give concessions to old-age

### Physics research can boost the bomb, professor warns

Students should be warned that studying physics for its own sake can increase the danger of nuclear war, according to Professor John Ziman, director of Bristol University Physics Department.

In the latest edition of *Physics Education* he says: "Nuclear war is too much a matter of physics and created by physicists. It is glossed over in physics education. Students should be made aware of the way research in the subject contributed to the 'improvement' of existing nuclear weapons and the development of even more effective instruments of destruction."

"I am not saying 'down with physics', nor even 'ban the bomb'; but I cannot accept that these are matters which physics teachers should not explain to their students nor discuss frankly with them," he said.

His questions how well students are prepared to resist the "temptation to align themselves with the powers of darkness and destruction in the pursuit of technical virtuosity and intellectual virtuosity" *Physics Education* Vol 15 No 6 published by the Institute of Physics, 47 Belgrave Square, London SW1X 8BQ.

### Head opts out of 'class war' scheme

A London headteacher will refuse to cooperate with the Government's Assisted Places Scheme.

Mr Peter Targett, head of Southgate comprehensive school in North London, told parents in his annual report this week that the scheme was "blatant stoking of the class war."

Deploping what he said was a lack of commitment to the state sector on the part of the Education Secretary, the head of the nation's state schools, Mr Targett said that Mr Mark Carlisle was deliberately undermining the work of state schools by trying to siphon off the academically-able pupils.

### Survival studies

Private schools in half a dozen developed countries are to train groups of pupils and staff in rescue and survival techniques, in order to provide skilled teams ready to fly out to disaster areas in India. The "Box Hill School" near Dorking, Surrey, is coordinating the scheme which involves four other schools in Great Britain including Gordonstoun.



# features Christine: the descent from care to custody

by Peter Newell

The harrowing scenes of a young girl being carried or thrown screaming into cells, held down on mattresses and injected with endless sedating drugs, subjected consistently from the age of 14 to all the humiliations of secure confinement, will have horrified a good proportion of the millions watching *Life for Christine* in their living rooms on Tuesday.

There will, no doubt, be cries of outrage from the professional associations and unions whose members are portrayed as at best insensitive and at worst malicious. "Themselves victims, they appear unable to question, or question purposefully, what they are involved in doing to Christine on our behalf."

The prison officers, doing the dirty work, can see themselves as the ultimate victims of government policies and public attitudes and priorities. But does that absolve them from responsibility for questioning their day-to-day actions? Unlike most of us, they do know what is happening to the locked-up Christine, and that knowledge represents considerable power for change.

Cries of outrage will come too from many who find the public reaction to the programme inconvenient; in its questioning of the results of established professional practices, or unhelpful in solving their apparently insoluble problem of finding a more humane alternative to locking up children.

Most of us, I suppose, feel that we are not responsible in any real sense for what has happened to Christine; for the school bullies—teachers and students—for the armies of psychiatrists and social workers peddling endless intervention, complex and conflicting diagnoses and inappropriate placements; for the judge faced with the futility of explaining the logic or justice of a life sentence to a 14-year-old; or for the prison officers (in the special hospital appropriately termed "nurses") with their starched uniforms, and starched morality.

It is all of them, we console ourselves, who have conspired, initially in the name



of "care" for Christine and later for the "protection of society" to drug her from the age of 11, and lock her up in a succession of institutions from the age of 14. Still heavily sedated, Christine presently waits in her secure special hospital for the verdict of a Mental Health Review Tribunal. Thanks to the impressive intervention of MIND, the National Association for Mental Health, this could mark the beginning of some real attempt to help, rather than continue to consign Christine to what amounts to human warehousing.

If she can recover from the effects of almost 10 years of mind-numbing major tranquilizers—the "chemical coshes" so commonly dished out in attractively coloured syrups and pills, or less attractively injected into the buttocks in moments of stress; if she can recover from five years of being locked up, it will be an astonishing testimony to her. Aided by MIND's social worker, and most recently by Granada Television.

But how many Christines are left behind? How usefully can the immediate impact of this haunting programme be harnessed to stop us—yes, us—aiding and abetting the drugging and locking up of thousands of Christines each year?

According to Prison Department statistics, there were over 7,000 14 and 15-year-olds admitted during 1977 to prison establishments: detention centres (5,228), borstals (1,782) and adult prisons (68). In that year there were also about 300 secure places for children in the "care" of local authorities.

In the past three years, and of course particularly since our present Government's resuscitation of that great rehabilitative concept, the "short, sharp shock", these statistics (and each digit does conceal a real person) have grown more, not less, shocking. For a start, by the end of this year there will be over 550 secure places for children in "care", and more are planned. In addition, MIND estimate that between seven and 20 children are admitted to "special" hospitals each year.

The statistics of drugging are very much more difficult to get hold of—which only reflects how out of control the practice has got. Enough to say that wherever children are confined, major tranquilizers are now likely to be in use. Sometimes they take the place of custody; sometimes they are used to make it palatable for children—or staff.

The spiral from the euphemism of "care" into custody can happen quite remarkably quickly, in the absence of any even primitive system for the representation of children's best interests. From my personal experience of one case in the past year, the more professionals are involved, the less likely it is that a child can escape and survive the system.

The case involves a boy who had been making happy and consistent progress in a day special school (neither maladjusted or ESN). The "trouble" started when social working intervention led to an abrupt boarding school placement. Tranquilizers were used for the first time then, to subdue the (likely?) reaction to that placement.

Back to day school, suspended at 15, a period of depression and isolation at home culminating in a suspected suicide attempt; then admission as a temporary emergency patient to a mostly geriatric psychiatric hospital. There he stayed for eight months, confined to one room and under increasingly heavy sedation with Largactil—one of the major tranquilizers most frequently used in institutions.

After several attention-seeking incidents, culminating in setting fire to a cupboard in his room, the hospital authorities had him charged with arson. A juvenile court sent him off to an assessment centre for a week (no assessment but plenty more sedation). Then two further weekly remands to another assessment centre, cell. A psychiatrist wrote to the court, and suggested either Rampton, the high security special hospital, or South Ockendon, a conventional mental subnormality hospital. He also admitted realistically that once in

either of these, the boy was most unlikely to emerge.

At that point, some intense legal and other intervention brought him from the almost certain fate of a life inside back to his friendly and genuinely caring home where three months later he is making good progress (with almost no help at all from the various statutory agencies who have clear duties to provide care and education). The point that needs underlining is that at every stage, as in the case of Christine, the admittedly disruptive and at times to a limited degree dangerous actions which led further down the spiral can be seen as absolutely legitimate reactions to professional intervention and institutionalization.

That story too will be told in full by time, and hopefully will have some further effect on those who, either by inaction or intervention, contribute towards locking cell doors behind more children.

In that case, and in Christine's, almost certainly in a good proportion of the other 7,000 locked up now, an army of at least 10 times as many "professionals" have played active or inactive parts in the spiral into custody—many of them in schools and related agencies. How many teachers, for instance, have committed to secret and unchallengeable school record files descriptions like that which damned Christine: "disruptive", "attention-seeking", has a "behavioural disorder"? In these matters, writing thoughtlessly, probably self-justifying report is the first step to forcibly sedating the same by then violent and provocative child in an institution.

The most urgent hope is that *Life for Christine* may be the short, sharp shock needed by those responsible at central and government level for continuing to encourage our society to degrade itself by turning the key on more children.

Peter Newell works for the Advisory Centre for Education. The address of MIND is 22 Harley Street, London, W1G 2ED.

# Oxbridge snakes and ladders

Angela Morris, a candidate,  
reviews the great Oxbridge  
entrance debate



An aura of mystery and veneration surrounds the Universities of Oxford and Cambridge. For me, a student from the State sector, Oxbridge is a dream world to which I aspire. Somewhere on the horizon of my mind, rise yellow buildings and twisted spires. Then suddenly I am confronted with the prospect of applying to Oxford.

At first it seems a simple enough matter. I am asked if I would like to make an application by my teachers. I am delighted to be thought a potential candidate and readily agree. And then, the problems appear. My pleasant and simple time-table suddenly becomes extraordinarily complicated. I must attend additional scholarship lessons in order to sit examinations that I had never even heard of six months ago. I must brush up my French. I must start to read some philosophy and penetrate the rules of logic. I must change my newspaper, my television viewing habits and my output of work.

It is hard to convey the excitement of

this challenge. The idea that after next year I could be attending a lecture by A. H. Halsey or Bryan Wilson is like having an appointment with God. But what is a student like me who has come through a secondary modern/comprehensive system and into a new Sixth Form College (which was until recently among the most eminent Grammar Schools in the most eminent Grammar Schools in Shropshire) to make of Oxbridge?

Is the world which I am seeking to enter really one which is virtually closed to all but those who have the right social background and school connections? The March of this year I receive the first boost to my confidence. I see in the article in *The Guardian* by Maureen O'Connor that "state schools have been taken their independent rivals in the battle for places at Oxford and Cambridge they are not very far behind." It also becomes clear that both universities are making steady efforts to widen the base of their entry.

Then, soon afterwards, I read the

Daily Telegraph by John Ibbick. He states that most new undergraduates entering Oxford next autumn will come from state maintained schools. It is believed that this is the first time since the 1870 State Education Act was passed that entrants from the independent schools will be in the minority.

Throughout the summer months the pages of *The Guardian*, *The Daily Telegraph*, and *The Times* flow with attacks and counter attacks. The issue is low opinion of the colleges of Oxford and Cambridge to students of all educational backgrounds. The waves flow from the centre. I stand on the edge watching the

One correspondent writing in July "argues" that there is increasing evidence of openness: "Closed awards are allocated only to candidates who had spoken language." (I note the use of "spoken language" closed awards.) He is roundly criticized soon after by a writer who accuses him of "benevolent apophthiasis", and goes on to

issue a challenge to Oxford colleges: "Publish a table of successful candidates showing their entrance examination marks and their schools of origin."

But the defences are secure. Alan Ryan, of New College, a crackshot

replies, "Where, he asks has this Jeremiah been for the past decade? Does he not know that 'the ordinary school leaver cannot get into Oxford or Cambridge except through the UCCA system'?" He goes on to criticize the ignorance and prejudice which affects so many of the teachers who ought to be encouraging their candidates.

So the two sides engage and disengage. The league table of examination successes among the colleges is criticized as an exercise in elitism. But it duly transpires in another letter that this is an entirely unofficial system which is not commissioned or approved by the universities concerned.

Later, an attempt to argue that expertise in a particular sporting activity is a passport to entry into Oxbridge is shown to be mistaken. An article in

the *Times* points out that A level grades of at least one A and two Bs were achieved by 83 per cent of Cambridge candidates and 72 per cent of Oxford candidates in 1978 compared to 27 per cent of entrants to other universities. This certainly seems to suggest contest rather than sponsorship in determining entry.

More recently, writing in *The Times*, Diana Geddes reports on the findings of a five-man working party. It recommends, she says, that open scholarships and awards to Oxford should be abolished and entrance examinations reduced to one paper. A level results and interviews would then become the most crucial determinant of entry.

But, as I have time to expect, there are, "but", there have been previous attempts, it seems, to abolish open scholarships in 1962 and 1965, but nothing happened.

So here I am, waiting for results, on almost exactly the square I started on.

# Speak, write and spell

Lynette Bradley, Charles Hulme  
Jan Hughes and Peter Bryant  
describe new research into  
teaching spelling

Obscure, messy and poorly coordinated handwriting is very common among children with reading or spelling difficulties—so common that one wonders whether it is their poor motor skills that are holding them back, even though there are people with atrocious handwriting who seem to read and spell with perfect ease.

But a number of people obviously have believed in a direct link between handwriting and progress in reading and spelling. Several remedial methods—Fernald's, Gillingham's and Spalding's for example—have included a large element of writing in the belief that motor patterns help the child to learn spelling.

Do such methods work? We have new evidence that at least one of them does, and that its success is based at least partly on its concentration on writing. In our study backward readers and children who read and spelled normally for their age (the backward readers were 11 and the normal readers seven years old;

both groups had a spelling age of seven) were taught to spell a set of words, whose spelling they did not know at first. Our aim was to compare the effectiveness of three different methods, and to do this we divided up our words into four sub-sets for each child. We taught him each sub-set with only one of the methods. Then as a further control the fourth sub-set of words was not taught at all. We argued that the sub-set which he subsequently spelled best would tell us which was the most effective of our methods.

We were particularly interested in a method called Simultaneous Oral Spelling, a method originally developed by Anna Gillingham and Bessie Stillman. In our version of it we showed each of the words on a card, gave the child its name, and then asked him to do two things simultaneously. He had to write out the word, and at the same time he had to name each letter as it was being written. Finally, he said the word again. This procedure was repeated three times with each of the words taught by this method on four successive days.

Though writing is part of this method it is not the only part since the children had to name each of the letters as well (an integral part of the Gillingham/Stillman method), and look at the word too. So we taught the same children other words for the same amount of time, simply getting them either to look at the word and name the letters without writing or to look at the word and write the word without naming the letters. The fourth group of words was not taught at all.

How to exploit the arts men

Peter Dormer on Regional Arts Associations

None of the political parties gives a wholehearted commitment to the arts although good has been done by individual politicians. The TUC has done nothing of consequence since 1976 when it published a paper on the arts, and the various artists' unions have, understandably, been tied up with matters of wages and contracts.

Apart from the Arts Council of Great Britain and a few valued educational and charitable associations, the most effective body for the arts is given by the regional associations (RAAs). Hardly a raffish title, but the 15 RAAs in England and Wales are becoming a considerable source of innovation and support for the professional arts and a useful educational resource.

An RAA's work includes campaigning and research, giving grants to artists, writers, composers, and craftsman, and giving money and expertise to theatres, dance groups, orchestras, community

projects, exhibitions, and educational ventures. Perhaps people still believe that if you scratch an arts administrator you uncover a flop, but as a breed arts administrators are getting tougher, politically more astute, and generally more useful. RAAs have become big business. Northern Arts, for example, had a budget last year of £1.4 million. Money of that size spent in a region is an effective catalyst for employment, and Northern Arts reckons to provide 400 jobs directly (this excludes the trade generated by activities like arts festivals, theatres, and concerts).

RAAs are also acquiring political nous. This does not mean that they have become partisan. Like the Arts Council they are wedded to the arms-length principle of supporting the arts on artistic and aesthetic merit irrespective of political content. Occasionally councillors wade in with political objections to this and that but generally they get short shrift from their colleagues.

Most associations have now established a rapport with senior local authority officers and members. Report earnings money and encourages a general commitment from local authorities to the arts. For example, the policy of the Greater London Arts Association (GLAA) is to allocate an officer to liaise with two or three individual councils. It works: GLAA has managed to involve councils that hitherto gave arts the cold shoulder. Sometimes things go wrong as with the curious squabble over the chairmanship of Merseyside Arts but such occurrences are rare.

It is not just to local authorities and the Arts Council that RAAs are looking

for money. David Dougan, Director of Northern Arts, understands money, knows the worth of his organization to the region, and like Norman St John Stevens believes in a mixed economy for the arts. Consequently, Northern Arts intends to increase its efforts to sell the arts to much larger audiences (a marketing officer has recently been appointed) and those audiences will be expected to pay a more realistic price for their tickets. Dougan is really arguing that if one genuinely has faith in the efficacy of the arts then it must be possible to reach a larger audience.

Increasing the audience also gives the artist greater impact upon society. Art is, after all, about ideas and interpretations of the world and has some significance beyond filling in the nooks and crannies of the school timetable or providing an evening's entertainment.

In terms of giving art larger audiences the RAAs ought to be looking towards education. But their relationship with education authorities is ambiguous. For a long while the DES rather implied that RAAs should keep out of schools because arts were a part of the curriculum and therefore catered for, thank you. Even the successful artists and writers in school schemes were inhibited, and for a while the argument for their existence had to be restricted to how they benefited the artists (a daily and often much needed fee) rather than how they benefited the children.

RAAs disagree among themselves about their educational function. Dougan is sceptical and doubts whether RAAs are the right bodies for educational ventures; he points to the several conferences he

has attended concerned with cooperation between I.e.s.s and regional arts associations which have been full of *bonhomie* and produced nothing. Merseyside Arts, on the other hand, are increasing their cooperation with adult education services on Merseyside, and are using local radio to promote both professional arts and arts courses.

But the services on offer can be exploited educationally. The expertise of RAA officers and their opportunities for making contact with artists are resources ripe for plundering by any school or I.e.s.s with a little money (artists' time still comes too cheap). The use of artists, writers, and craftsmen in schools has been an exciting development and several RAAs, among them GLAA, Southern Arts, and Eastern Arts, have run such schemes successfully and know the pitfalls to be avoided.

The importance of using the artists as artists and not surrogate teachers cannot be overstressed. When Southern Arts appoints a composer in residence the first priority for the artist is not teaching or lecturing but writing music; the fact that the person appointed is likely to spend some time developing music with adults or children is of secondary albeit significant consideration.

In the long run, those adults or children fortunate enough to work with the artist do gain a lot from this adherence to quality by the regional arts association. Not all will be sweetness and light. Artists are sometimes surprised by the low standards of artistic attainment and understanding accepted by some schools, and consequently visits are educational all round.

We then checked to see how well they remembered to spell the different words on three occasions—the next day, two weeks and four weeks later. The SOS method, we found, gave the most help to the backward readers. Four weeks later they remembered 58 per cent of the words taught by this method, but only 35 per cent of those taught by naming letters and 30 per cent of those taught by writing alone. In a further study of backward readers we used only one method at a time, and obtained even stronger results.

So writing on its own helps backward readers, but it is particularly effective when combined with naming the letters being written—probably, we think, because the activities reinforce each other. This in fact is the rationale for the multi-sensory method.

The normal readers reacted slightly differently, but their scores confirmed the effectiveness of writing. They were helped by having to write the word, but naming the letters at the same time did not increase the effect. In fact it got in their way, probably because, being so much younger, they were not so familiar with the names of the alphabet.

The common theme of our results is that the suspicions of Gillingham and Stillman and of many others were right. Establishing writing patterns does help a child learn how to spell particular words.

We are also convinced by our experience with individual cases that the effects last over much longer periods than were covered in our experiment.

Our results seem to show that establishing motor patterns helps children's

spelling. But can we be more specific than this? One thing to be clear about is that movement is not everything in spelling. Spelling, we think, is partly a motor skill but it is quite clear that even beginners have other strategies to help them when they learn to write words. They are usually able at least to attempt to build words up phonetically on a letter by letter basis, a strategy which obviously works well with words like "cat" and "bun".

But English, of course, has many words which cannot be constructed in this simple way. "School" and "people" are examples, and young children often have great difficulty spelling words such as these. The child has to learn to deal with such words as wholes, and we suggest it is here that motor patterns can help. The child can learn a motor sequence for the whole word, and the sequence becomes the basis for remembering the word's spelling. The same may also be true for learning about particular common sequences of letters like "igh" or "ough" which crop up in many different words.

Where, then, does that leave bad handwriting? Our contention is not that bad handwriting itself leads to poor spelling, but that a failure to establish motor patterns—elegant or inelegant—could hamper the normal development of reading and spelling.

Lynette Bradley's article, *The organization of motor patterns for spelling: an effective remedial strategy for backward readers*, will be published shortly in *Developmental Medicine and Child Neurology*.

But the services on offer can be exploited educationally. The expertise of RAA officers and their opportunities for making contact with artists are resources ripe for plundering by any school or I.e.s.s with a little money (artists' time still comes too cheap). The use of artists, writers, and craftsmen in schools has been an exciting development and several RAAs, among them GLAA, Southern Arts, and Eastern Arts, have run such schemes successfully and know the pitfalls to be avoided.

The importance of using the artists as artists and not surrogate teachers cannot be overstressed. When Southern Arts appoints a composer in residence the first priority for the artist is not teaching or lecturing but writing music; the fact that the person appointed is likely to spend some time developing music with adults or children is of secondary albeit significant consideration.

In the long run, those adults or children fortunate enough to work with the artist do gain a lot from this adherence to quality by the regional arts association. Not all will be sweetness and light. Artists are sometimes surprised by the low standards of artistic attainment and understanding accepted by some schools, and consequently visits are educational all round.

The *TES* points out that A level grades of at least one A and two Bs were achieved by 83 per cent of Cambridge candidates and 72 per cent of Oxford candidates in 1978 compared to 27 per cent of entrants to other universities. This certainly seems to suggest contest rather than sponsorship in determining entry.

More recently, writing in *The Times*, Diana Geddes reports on the findings of a five-man working party. It recommends, she says, that open scholarships and awards to Oxford should be abolished and entrance examinations reduced to one paper. A level results and interviews would then become the most crucial determinant of entry.

But, as I have time to expect, there are, "but", there have been previous attempts, it seems, to abolish open scholarships in 1962 and 1965, but nothing happened.

So here I am, waiting for results, on almost exactly the square I started on.

But English, of course, has many words which cannot be constructed in this simple way. "School" and "people" are examples, and young children often have great difficulty spelling words such as these. The child has to learn to deal with such words as wholes, and we suggest it is here that motor patterns can help. The child can learn a motor sequence for the whole word, and the sequence becomes the basis for remembering the word's spelling. The same may also be true for learning about particular common sequences of letters like "igh" or "ough" which crop up in many different words.

Where, then, does that leave bad handwriting? Our contention is not that bad handwriting itself leads to poor spelling, but that a failure to establish motor patterns—elegant or inelegant—could hamper the normal development of reading and spelling.

Lynette Bradley's article, *The organization of motor patterns for spelling: an effective remedial strategy for backward readers*, will be published shortly in *Developmental Medicine and Child Neurology*.

But the services on offer can be exploited educationally. The expertise of RAA officers and their opportunities for making contact with artists are resources ripe for plundering by any school or I.e.s.s with a little money (artists' time still comes too cheap). The use of artists, writers, and craftsmen in schools has been an exciting development and several RAAs, among them GLAA, Southern Arts, and Eastern Arts, have run such schemes successfully and know the pitfalls to be avoided.

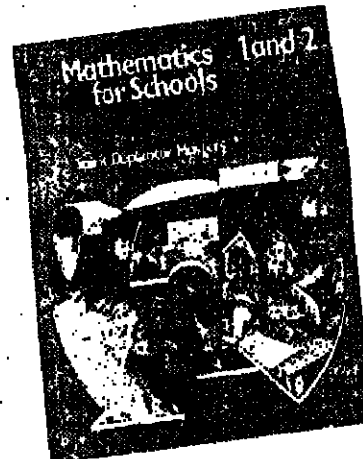
The importance of using the artists as artists and not surrogate teachers cannot be overstressed. When Southern Arts appoints a composer in residence the first priority for the artist is not teaching or lecturing but writing music; the fact that the person appointed is likely to spend some time developing music with adults or children is of secondary albeit significant consideration.

In the long run, those adults or children fortunate enough to work with the artist do gain a lot from this adherence to quality by the regional arts association. Not all will be sweetness and light. Artists are sometimes surprised by the low standards of artistic attainment and understanding accepted by some schools, and consequently visits are educational all round.



## features

I think one of the lessons our school could do without is Fletcher maths. It teaches you things you normally already know, and even when you do not it teaches you long and complicated methods that you can get mixed up with. When I go to my teacher and say I do not understand she normally says, "Well, do it your own way" (Girl, 10).



## Finish your Fletcher and get on with your maths

Leonard Marsh reviews the new edition of the best-selling primary mathematics scheme

*Mathematics for Schools*, commonly known as "Fletcher", is the nearest thing we have to a national primary curriculum in mathematics. Fletcher has been with us for almost 10 years, and the second, revised version is now appearing. It is a good time to consider both the value of the scheme, and the kind of progress in primary mathematics we should be looking for in the 1980s.

An eight-year-old once said to her teacher: "I've finished my Fletcher—now can I do my maths?" We need to consider carefully the impact of the series on children's experiences, on how mathematics is taught, and on the kind of curriculum materials that teachers and children use.

Back in the 1950s, infant classes and schools followed a fairly active programme of mathematics teaching and learning, with plenty of counting and estimating. (In their 1978 survey, HM Inspectors considered there was a need for more of these activities in half of the infant classrooms they visited.) But juniors were reared on a diet of Fred Schonell's *Right from the Start Arithmetic*.

Schonell's scheme presented mathematics with a clarity and simplicity that was not available to ordinary mortals in everyday life. A page of "mechanical sums" was faced by a page of "puzzles" or "problems". Once a child found out whether the first problem was "an add" or "a take away", he or she could proceed in the knowledge that everything else on the page would follow the same rule.

The cry went up: "They can do their mechanicals but they are no good at problems." Pioneers such as Edith Biggs, in the 1980s, to give teachers a firmer grasp of the way people actually think mathematically. What many schools ended with was Fletcher—much more complicated to follow than Schonell, leaving teachers with much less free time to breathe life into group and class work, but still relying on pencil and paper practice.

And every recent report on primary mathematics reiterates the old complaint: children cannot solve problems. According to the HMI primary survey nearly all teachers make an enormous effort to teach mathematics. Children are competent enough at the kind of basic mathematics talked about in the national debate. But they are very weak when it comes to applying mathematics to unfamiliar situations.

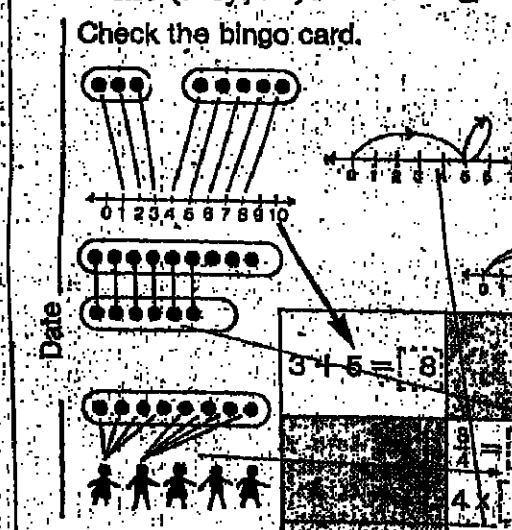
What we need now is a new type of mathematics book. The revised Fletcher scheme is rather as though British Leyland, instead of marketing a basically new car to meet the new demands of the

1980s, had decided not to develop the Metro but instead to change the seats on the Allegro.

The new edition of Fletcher seems to be the same old model with a little new upholstery. Its most basic fault is that it drains away from the teacher the initiatives required to provide a range of mathematical experience beyond the printed pages of the scheme. And working through one textbook page after another does not develop in children the mental habits required for mathematics.

At the infant stage, books should not substitute diagrams and drawing activities for the actual manipulation of objects and apparatus. Children need to handle and count things, and to use apparatus to explore, for example, number patterns.

Fletcher makes people do sums the hard way. I never really understand what it has taught me (Boy, 11).



Fletcher maths is very difficult to follow. They try to cram too much on to one page, most of it with no examples at all. Most of the time it is easy when you have worked it out. But you should be able to understand it straight away (Girl, 9).

They do not need an elaborate series of workbooks. A good textbook should lead into group, class and individual work. Because of the complexity of the series, and the emphasis on individual pencil and paper work, Fletcher eats away at the time that might otherwise be available for class and group activities and discussion.

Class teaching is particularly important in the development of mathematical thinking, as anyone will know who had the pleasure and fun of attending a demonstration lesson by Professor W. W. Sawyer (the author of *Mathematician's Delight* and *Prelude to Mathematics*). There is an urgent need for any new textbook that will help teachers see in a new light the experiences given in old-style "mental arithmetic" sessions at their best. Fletcher provides no encouragement for this kind of development.

If we are to break away from the kind of schemes that have left children unable to solve mathematical problems, what teachers need is an inexpensive tool, simple enough to allow them to master the content so they are left intellectually free to make the most of their chances to intervene, and widen children's experience of mathematics.

Having just returned from a Junior school microcomputer and a fixed-disc programme for full control of the school tech shop, the need for realistic application of mathematical ideas seemed particularly evident. We do not need a textbook that uses its pages to provide a bar chart for potato crisps (Fletcher, second edition, Book 3).

Nor do we need problems like this one: 154 adults and 218 children visited the museum in the morning. 175 adults and 226 children visited in the afternoon. How many more people visited in the afternoon?

Many of the questions are unworried and artificial. In level two, book two (page 27) we have the proverbial sheep. "A shepherd has 45 sheep in one field and 34 in another. How many sheep altogether?" A proper use of simple apparatus such as Unifix or Number Line would provide much more economical and appropriate number experience—but the book gets in the way of this more full-blooded approach.

The illustrations and diagrams often highlight the disadvantages that come from a textbook trying to programme learning, rather than support the teacher and learners' own activities. On one page we have a picture of what we are told is a grapefruit. It is "balanced" by two 100 gram masses. Talking with a group of children, it was clear that the illustration had not given them any real understanding of the situation it attempted to portray.

A long and complex succession of textbook diagrams does not give children a working understanding of ordinary everyday mathematical situations. Nor does it develop their confidence in applying mathematics. Ideas that children find easy

Fletcher always teaches unnecessary things, like seven ways of doing fractions. Why not just three ways? (Boy, 11).

when handling apparatus, and talking to the teacher about it, are confusing when presented in a diagrammatic textbook approach—Fletcher's presentation of subtraction and "difference" is a good example.

It must weaken children's grasp when they are asked to work from textbook diagrams, rather than carrying out an activity and recording it in their own diagrams. And many activities that are intended for individual work would be much better handled by teachers with the class. Learning to tell the time is an example—something that can be taught daily by the teacher and class rather than in the pages of workbooks. Teachers using Fletcher are likely to be forced to give too much of their time to servicing the books, like attendants to the Queen Bee. The work is too individual, and too text- and workbook-dominated. We need a basic mathematics scheme that leaves the teacher free to teach, with guidelines for explanation, demonstration and discussion. Much more needs to be done "in the head", not on paper, and much more apparatus should

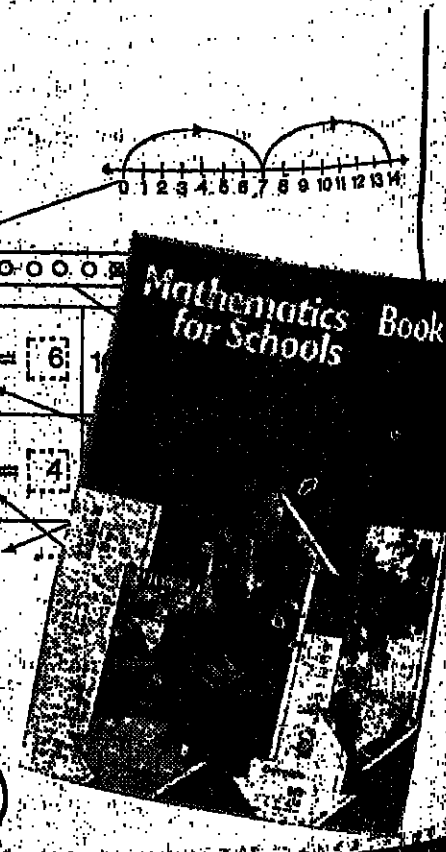
I like colouring, which we call Fletcher (Girl, 6).

be used. Above all we need a series that helps the teacher to focus on applied mathematics—a major weakness of Fletcher.

Harold Fletcher was a brilliant teacher. Sadly, his early death means that all we have available from him is this series. We must recognize that its widespread use has diminished teachers' influence in the classroom, and made the learning of mathematics a book-dominated special process, not the active acquisition of understanding.

In the revised version, the needs have been so clearly stated in many publications, from the HMI and others, are not well met. The only possible motto is: "Don't trade in your present model. If needs be, find the good old indestructible Beacon Arithmetics to give you space to develop your teaching, and use to make the right decision about appropriate mathematical books for the 1980s."

Leonard Marsh is principal of Bishop Grosseteste College, Lincoln, and a specialist in primary mathematics. The children's views are taken from entries to the TES "What I do on Monday" competition earlier this year. All the children quoted come from different schools.



## review

## Let us not remain ticketless!

J. W. Butt travels through the Teach Yourself series from Afrikaans to Yoruba

As an incorrigible dabbler, I think I may speak for what may be a majority of Teach Yourself Book readers by attempting a survey of 30 or so volumes in the remarkable glossy blue and yellow language series. I have read every one except French and (most of) Afrikaans (which was too much like Dutch), and my bedtime favourites like Turkish, Yoruba, Japanese and Icelandic disintegrated long ago from constant, sleepless consultation. Such useless specialization merits a lot of fame.

Those glistering rows in Smith's and elsewhere beckon with promises of instant social and professional advance; but let no aspiring archaologist or world-sales manager be deceived. They are a mixed bunch, some the work of painstaking scholarship, some apparently thrown together without rhyme or reason.

Rumanian and Hausa frighten off the dapper with a technical approach: "The comprehensive aspect may be employed within a sequence of relative complete clauses: to express a more remote past than that indicated by the relative complete predicates" (*Hausa*, 177). In the case of Bengali, it is hard to see anyone but a ventriloquist could pass lesson one, since it refuses all transcription of the native hieroglyphs into near English equivalents, and says of squiggles "It is pronounced as follows, by replacing the tongue from the bag of the upper teeth". Presumably

Some volumes, notoriously A. S. Thorne's Arabic, are repellent by their very pessimism. "We do not want to run the uncommercial business of older editions" is the title of the first edition of Arabic in an easy language. "This

book will not help a man to talk to a crossing-keeper on the first day of his arrival" (p. ix). "The numerals are the nightmare of a bankrupt financier" (first line of chapter 30). All this is hardly the fault of the language, which can say sentences like "I can change these rights?" But the author uses only examples from before the twelfth century, so that you are translating "the sempstresses went away from our town" in lesson 13, and you finally graduate to "I do not thirst as long as I live" at the end. This volume must be selling like hot cakes and one is surprised that the publishers have not been sued by an army of expatriate oil-riggers. They would do better with T. F. Mitchell's *Colloquial Arabic* with its rather difficult grammar section and phrasebook layout. It ought honestly to be entitled *Colloquial Egyptian*, which is not the same thing.

Writing grammar books is a compulsory art which not every linguist can acquire. Some languages call for nothing less than meticulous scholarship. The late M. Coulson's magnificent *Sanskrit*, which must be a national best-seller to judge by the rate it disappears from the local newspaper agent's shelves, is a fitting monument. The author guides the beginner almost tenderly through the terrors of a language which could throw up compound words of over 20 individual elements: "busadharachchuckles throughcausesschuckles children". Such frank complexity is perhaps more reassuring than Kinchin Smith's and Melluish's rather unconvincing repudiation of the austerity of the traditional Classical Greek course. I do not care for their hearty colloquialism and

occasional cartoons: one rightly fears an underlying obscurity. Modern Greek, on the other hand, is demotic to the point of chumminess.

Exquisite in their blend of light erudition and urbanity are Koolhoven's Dutch, a gentle, good book like the people of that country, and the series. The latter makes you feel the babble of the ten-houses and the gurgle of nargules. He makes the reader live the language's inexhaustible wealth. The form of the verb, we learn in chapter 9, "makes a confident assertion of a fact not positively known, like a BBC compere's 'of course you all know our guest star'".

He does have the advantage, however, of expounding a language of Biblical Hebrew. What other language says "imagination" its collapse for "distillation", or makes its everyday superlatives with the grace of "Such a heat happened that—don't ask!"? And if we are to believe page 122, Ankara bus conductors invite payment with cries of "let-us-not-remain ticketless!"

Some volumes go about it all wrong. It is vain of A. H. Whitney to include a vocab list of 111 items in lesson one of his Finnish, featuring words of such improbable value to the stammering tourist in Helsinki as "sparrow", "steepie", "sparrow", and "candid". The beginner has quite enough to do with 15 cases to the noun and three infinitives without all that; and since the same author does not behave like this in his *Colloquial Hungarian* in the rival Routledge Kegan and Paul series (can this be his better language?) it is all the more unfortunate.

These instructorless manuals need all the dramatic razzmatazz and climactic pace of other literary genres. If act one is a bore, the house will empty before the story can be told. R. J. McClean's Swedish and Sommerfelt's Marm's Norwegian suffer a disastrous loss of early momentum with their vast sections on pronunciation. You are done for by the time you get to the ritual exordium about nouns having two genders and a definite article. Nor can a proper middle be neglected, especially in those encores of a fact not positively known, the unfair advantage of opening with "there is no change, either in noun or adjective, to show gender, number or case" (M. R. Lewis's Malay, page 46, now superseded by R. Dodd's more concise but grimmer volume of the same name).

One learns to suspect these smirking welcomes on the doorstep. C. Marzocchi's *Savoyan* starts like this, but you learn the worth of his hospitality in chapter 7 with the inexplicable vagaries of the native word for "of". L. Blakeley's *Old English* lots you off your lease for a few pages with such easy things as *clit*, *man* and *cund* but it's too late for your money back on your scribbled copy when you discover no less than 13 consecutive chapters on irregular verbs.

Slavonic experts like M. Frewin (*Russian*), M. Corbridge-Panlatowska (*Polish*), W. R. and Z. Lee (*Czech*—a bitter, snapping language) and V. Javorek and M. Sudic (*Serbo-Croat*) have special problems of pace and crescendo imposed by the curse of verbal aspects peculiar to such languages. They all make distinctions of wicked subtlety, be-

tween verbs like "drink", "drink up", "drink down", "drink off" the myriad forms all irregular and unpronounceable and invariably hidden from view until past the middle. Innocents are likely to buy a pig in the poke, though Polish seems the best value of the four.

For general light reading one could do worse than to recommend D. V. Perrot's *Swahili* (no irregular verbs), R. Bruce's *Cantonese* (with a promise of relative fluency after only a few months—but avoid the dismaying companion *Mandarin Chinese* by H. Williamson) or J. Kwoe's *Indonesian*, a simple language so like Malay that I suspect the publishers have been taken for a ride.

Much the same might be said of J. Macca's *Modern Persian*: extraordinary that this straightforward and soft language can be the vehicle for such invective. Dillon and Donnelly's *Irish* are undone by the intrinsic madness of a language whose words you write words like *fhianntartha* and say them "ivarra". They are less than candid in their opening pages about the horrors in store.

There are inexplicable gaps in the series, for example no Hungarian, Thai, Burmese or Korean. Some have old volumes like *Hindustani* and *Urdu* are now collectors' items, as is the hapless, reviled but viable and salivary *Afrikaans*. Nearly all the authors pay tribute to the skill and patience of the editors and type setters of first E.U.P. and later Hodder and Stoughton who acquired the series; and so do I.

J. W. Butt teaches in the Department of Spanish, King's College London.

## On the right track

Colin Ward on an unusual study of railway history



Opening ceremony at Swansea station, South Wales Railway, June 16, 1850 (from Volume 12 of "A Regional History of the Railways of Great Britain", David and Charles, £9.95)

of the different grades of railway worker: "Within his limited territory, a man could often create his own administrative system. The companies sensed that well-defined boundaries made for clearly established, honest and hard discipline. It could be compensated for by the ability of the railway worker to stamp his individuality over a certain area or stretch of ground."

Lewis Mumford's claim that the clock, not the steam-engine is the key machine of the modern industrial age, is brought to life for him by the way in which in the mid-nineteenth century "Railway Time" slowly gained ascendancy over local time in British towns and cities. The fact that a gold watch is a traditional retirement present is a legacy from railway life. The time-clock is a railway invention, and for him

the pocket watch, like steam, rendered eventually to the wrist-watch and diesel. Even the debate of the 1960s on restricted or elaborated language codes is interpreted by Mr McKenna in terms of the history of railway language. For the railway was the first paper-dominated industry, with, of course, its bible in the Rule Book. Certainly the copious fragments of railway talk in this

book justify his claim that it is "a working organic language which crackles with wit and social criticism."

He shows how the railway companies in the 1840s recruited countrymen from one feudal order into an industrial feudalism of their own, and how much of this bond of total loyalty in return for guaranteed employment for long hours and low pay survived the amalgamations of the early 1920s and lingered on until after the postwar nationalisation. The turning point was the 1911 strike, when syndicalist theories of industrial union, rather than craft unionism, had attempted to break down the divisive subdivisions of railway workers in the all-grade NUR. In the end, of course, loyalty to the ranks and pecking order laid down by the companies were stronger than the "one big union" ideology.

Mr McKenna half deprecates these divisive loyalties, since the appalling (as they now seem) demands of the employers were only curbed by the growth of union solidarity, but he also admires those drivers who had been allocated their "own" engines in a masterstroke of company policy. "Nothing like it had been seen before in British industry" and the drivers devoted their whole lives to their engines which were scoured, polished and decorated, their brass and copper shining like jewellery. "In attempting to understand the character of these men, it must be borne in mind that they were performing a duty of great responsibility without any strict supervision whatever. They were on their own from signing on to signing off, working for their own satisfaction living up to their self-imposed high standards."

This book is bound to become a classic not only of railway history, but of industrial psychology.



# Nailing a dead fish

## Hilary Spurling on George Orwell

to her newsreading with my head more than usually in my mouth. . . But there it is—I think I shall soon be back where I was, a yellow, hardly hearing what a programme says for my spellbound examination of the most perplexing visual detail. And returning . . . Hmm and Ah!—with an occasional sad: Ugh!—as in the case of *The Good Companions*, which I was foolishly kind about a couple of weeks ago. As it has turned out it quite puts me off the idea of ever being exuberant.

## They hanged their harps

**Nicholas Wanshott**

[illegible]

## Cause for celebration

## Hilary Finch on a selection of records for Christmas

will, before he found himself rejected by society at prep school, or for that matter, in literature, and there can be no reason to think that it was intentionally bound up with the intention to write which was for years the central struggle of his life; his special virulence towards writers, then, the nancy boys of literature who did not make money, those beasts who did not come from Eton to Cambridge and from Cambridge to the literary world . . .

But as a attitude which was crucial to Orwell has altogether different connotations in his biography, it is not simply that Crick writes with an automatic sneer about the

Through a glass darkly

**Pamela Cooley**

tent. The first five paintings record the receding vision through 1. Pageswim; 2. The Grey Blanket, 3. Brownout, 4. The Terrors (wormlike squiggles in a sea of mud), and 5. Total Wipeout. The explanatory captions to each title are very moving, though they are related to the paintings and beyond to the experience. Thus: beginning with 6. Fingerflutter, at the slow start of the return of vision: "High on the right, of my circle of vision, through the murk, I could make out my fingers' fluttering after two weeks of blackness"; one follows the gradual distinction of "the colors and textures of the distant forest" and "depth of field with a brooding sense of wonder and excitement."

## Italy's art in an armchair

## Michael Clarke

Art Treasures of Italy. By Bernard  
Denvir.  
Orbis £12.50. 85613 306 X.

Coffee-table art books and their consumers have become a subject of ridicule, but they need not be so. After all, looking at pictures is always more fun than reading about them and if the reproductions are good, as these are, what better introduction to the subject could there be, apart from the responsibility of seeking the originals?

From the dawn of classicism in the ancient world to its demise in nineteenth-century neo-classicism is, however, a long period, and a great deal of information is necessary to represent it all in one volume. However, need the Byzantine be omitted altogether? The text, which throughout is concise and unpretentious, is well illustrated, but absent without illustrations, that absent-mindedness aside, the book is a real bargain.

serious scholarship is warmed by performances of sensuous and gracious immediacy, brimming over with energy and colour.

**Among this week's contributors:**

J. W. Butt is a lecturer in the Spanish Department of King's College, London.  
Lewis Howdle teaches at the Froebel Institute, London.  
Colin Ward is author of *The Child and the City*.

William Mann is chief music critic of *The Times*, Elizabeth Henry, teacher at St Mary's Sixth Form College, Blackburn, and not Notre Dame Grammar School as stated in TES 21.11.80.

# Donmar

# WOMEN



**FOR ALL STAGE LIGHTING EQUIPMENT IN SCHOOLS, COLLEGES & UNIVERSITIES. FULL RANGE OF POULITABLE RIGGING SYSTEMS COLOUR GELS AND SPECIAL EFFECTS.**

Sole London agents and stockists for **HANK STRAND ELECTRIC AND HALL STAGE EQUIPMENT**. Send for catalogue NOW!

**Donmar** 22 Shorts Gdns.  
London, WC2H 8AU

offer  
**10% DISCOUNT**  
to education  
authorities

at  
%  
NT  
fon  
es  
nu



## books

namely when both events occur". Yes he does mean it as his subsequent worked example makes clear. Or at a more elementary level, in compiling a frequency distribution the author seems not to be familiar with tally charts; thus a table of 500 pieces of data is first rearranged in a new table this time in numerical order, 5, 5, 6, 7, 8, 8, 9 etc.

where a detailed syllabus, practical activities that work, and much reference material are competently related to one another and to the needs of teachers and their classes.

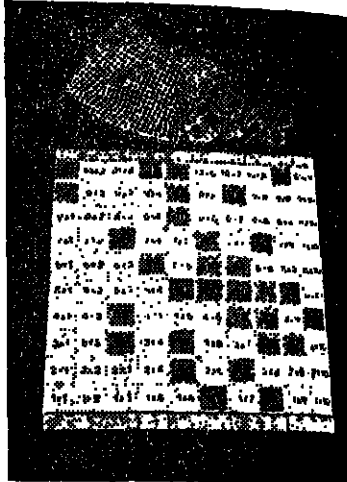
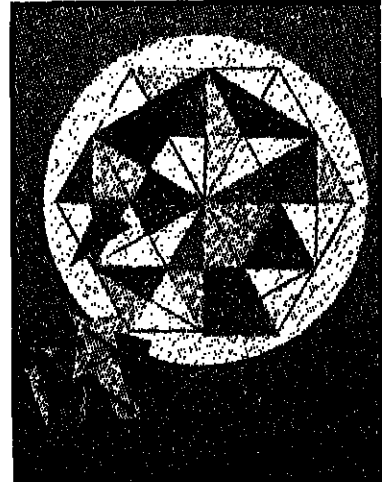
where a detailed syllabus, practical activities that work, and much reference material are competently related to one another and to the needs of teachers and their classes.



## resources

# Game, set and match

Peter Dean looks at some mathematical games which are suitable for school use or as Christmas presents



Rubik's Magic Cube has fascinated a great many mathematicians in schools and colleges during the past two years. When a cube is purchased, each face is of a different bright colour and is made up from nine smaller cubes. The ingenious construction allows any of the nine cubes on each face to be rotated, and after a few ninety-degree turns there is probably a mixture of colours on every face. The puzzle is to return the cube to its original state.

This can be done in a few minutes by an expert, but a persistent and mathematically inclined learner may take three days unless he or she studies the booklet, *Notes on Rubik's Magic Cube*, by D. Singmaster. These notes explain twists and flips which move colours from one face to another, as well as using mathematical group theory to explain the sets of moves.

The mathematical value of the 'cube' is that it offers a new dimension to traditional peg games like 'five in a row'. Instead of playing the games on a flat peg-board, they are now played using line pegs on each of the six sides of a rigid cube. Some children who have mastered the two-dimensional games will find it difficult to transfer their tactics on to the cube, even though the diagonal lines are marked on the surface. Although these games are based on a good idea, the manufactured cube is not so good in practice. It is made of tough plastic but it is not very satisfactory to handle, and the coloured pegs fit well but break too easily.

The mention of coloured pegs will remind many gamblers of *Mastermind*, which is still a very successful problem-solving game. There are now eight versions of *Mastermind*, which include the New Original version, the Grand version (which uses shapes and colours in the code, as with mathematics attribute blocks), and the Electronic number version. Many children find this last version very attractive, perhaps because they are not restricted to a fixed number of attempts at breaking the code. At each level of difficulty, the code is set by an electronic chip so that *Mastermind* becomes a one-player game.

*Connect Four* is an appealing new game. One player has red counters and the other has yellow.

These have to be dropped alternately into a vertical frame to form a horizontal, vertical or diagonal line of four similar counters. As each counter falls as far as it can under the action of gravity, the game is more satisfyingly difficult than four in a row played on peg-board. *Connect Four* is suitable for children of any ability, and the well-made equipment is liked by pupils of all ages.

Another variation on two players, putting counters into a line is given by two very similar games, *Othello* and *Reversi*. *Reversi* is played with 64 counters on a board of eight by squares eight. Each counter is double coloured, peaking blue on one side and red on the other. Players choose to be red or blue, and reversing (turning over) a counter changes the ownership of that position on the board.

If a player traps a line of the opponent's counters between two of his or her own, counters are reversed so that the opponent loses that line, and the player gains a longer line. Counters are frequently reversed during a game and it is very important to make or select strategic position patterns. When all 64 counters are on the board, the red and blue upper faces are counted to decide a winner or a draw.

The Spear's game is well-boxed, with a traditional stiff playing board and easily handled plastic counters. Alternative versions are



available from other manufacturers. The E. J. Arnold game has magnetic counters and a metallic, pocket-sized board.

In several games, plastic shapes have to be placed next to each other, partially or wholly covering a piece of board. Although the quality of the plastic varies between these games, all the following equipment is suitable for use in schools. The games help children to understand the relationship of size and shape of different areas.

*Quadrigris* uses red yellow and blue triangular shapes on an hexagonal board. These shapes must be combined to form different quadrilaterals and attractively coloured symmetry patterns can be produced. Other games use rectangular 'polymino' pieces, which cover from one to six small squares of a rectangular grid. During play, each shaped piece has to be chosen to fit alongside the pieces already on the board and maximize the player's score.

In *Multipuzzle*, every polymino covers six squares, but there are 35 different shapes including a T shape, an L shape and a zig-zag. The plastic tray-board can be completely filled with sets of 10 carefully chosen pieces, and the game includes a work book which suggests increasingly difficult puzzles, some of which will be a challenge even to teachers.

Primary school children will probably enjoy playing *Figure it out*, which gives practice in addition and multiplication with small whole numbers. Children who have progressed beyond that level may play *Skirrid*, which is getting popular. It is an extremely well developed game and the six different polymino shapes used are named eye (1 square), rod (2), queen (3), snake (4), door (5) and gun (6).

The equipment includes numerical leaders on which the scores can be built up and recorded. These leaders also appear on the *Vagabondo* board, which is part of an attractively produced game where the score is decided by the number of small squares covered by each set of adjacent polyminos.

*Addique* is a number scoring game in which each polymino piece is in the shape of a Maltese cross and has a whole number (between 1 and 9) on each of the four arms. Players place these pieces sequentially on a flat surface to form a

closely packed tessellation on which appear numbers like 28 and 4283. These are used to calculate the players' scores.

The game should help children who are working with units, tens, hundreds and thousands. The scoring cards and game pieces are well produced. Incidentally, the superiority of plastic pieces over cardboard pieces is illustrated in the new version of the number multiplication game *Catena*, which is now sold with plastic number tablets.

Teachers whose pupils are practising number bonds should certainly look at the following sets of games. *Race Track*, *Safari*, *Go for Goal* and *Go for Goal* are additions to the *Pleaser* maths series



although they are not specifically integrated into the scheme. The boards are attractively designed, well produced and durable, although the price is rather high.

*Tablemaster*, *Add-Venture*, *The Great Divide* and *Take it Away* were designed by the author of *Follow-up Maths*, and three of them use plastic spinners to select the numbers for practice. The standard of production of this equipment is not so high as with the Fletcher set, but they sell at about a half the price. As well as these two sets of games, teachers might look at *Hop and Bump* (which is played on a 6x9 number square) and *Spotty Dog* (which is played using a number line on a plastic board). Both games use a pair of dice and give enjoyable number practice.

Several books contain mathematical games and puzzles for use in schools, and the following ones have been selected because they appear to achieve their educational aims. *Puzzle Maths 1* and 2 provide number practice and problem solving activities for children of middle school age. Each book contains an introduction and a set of spirit masters.

Work sheets can be selected to build into a mathematical sequence, for example, magic triangles based on the numbers 1 to 6, and then 1 to 9, and then magic squares based on the numbers 1 to 9. *Dot Math* and *Dice and Dots* appear to contain games rather than worksheets, but the mathematical content is sound and there are notes for teachers leading up to the games in the latter book. Some of this material has quite a high reading level.

Two experienced teachers have produced *Pick a Pair*, a book of easy-to-use board games for use in school or at home. All these games have a mathematical flavour which makes them suitable for mathematics club use, and some could be

integrated into the middle school curriculum. One of the authors teaches in a middle school which sells *Entertain*, a similar group of ten board games together with four associated booklets.

Two other sources which are producing in small numbers are a set of 20 *Mathematics Crosswords* (from simple algebra to calculus) and a set of games which are a part of *Maths Extra*, a three-part pack of mathematical activities for more able junior school pupils.

The Society for Academic Gaming and Simulation in Education and Training has a small number of members who are mathematics teachers committed to gaming or simulation. They publish two Resource Lists which are available to non-members.

Rubik's Magic Cube. £5.50 Notes on Rubik's Magic Cube (fifth edition). £1.50.

D. Singmaster and Co. 66 Mountview Road, London N4 4JR.

Rubik's Magic Cube. £6. Pentangle Ideal Toys.

Tactilecubes. £3.99. Great Games.

Connect Four. £4.75. MB Games.

Othello. £2.99. Peter Pan Playthings.

Reversi. £1.55. Spears Games.

Multipuzzle. £1.45. Spears Games.

Skirrid. £5.45. Skirrid International.

The above games are available from most retailers, not all of whom use the recommended price.

Mastermind. 86p to £14.74. Vagabondo. £4.35. Spotty Dog. £3.99.

Invicta Education Division, Oadby, Leicester LE2 4LB.

Catena. £3.99. Tablemaster. £3.10.

Add-Venture. £3.10. The Great Divide. £2.95. Take it Away. £2.99.

Hop and Bump. £1.20.

Figure it out. £4.30.

E. J. Arnold, Butterley Street, Leeds LS10 1AX.

Quadrigris. £1.65.

Taskmaster, Morris Road, Clarendon Park, Leicester LE2 6BR.

Addique. £3.99.

Quality Games, 254 Braunstone Lane, Leicester LE3 9AS.

Race Track and Safari. £2.50 pair.

SKI Race and Go for Goal. £12.50 pair.

Dot Maths. £2.95. Dice and Dots. £4.20.

Addition Wesley, 53 Bedford Square, London WC1R 4JH.

Puzzle Maths 1. £4.95. Puzzle Maths 2. £4.95.

Macmillan Education, Houndmills, Basingstoke, Hants RG21 2XS.

Entertain and Booklets. £2.

Cheque or postal order with self-addressed A4 envelope to:

Augustus Smith School, Mathematics Department, Swing Gate Lane, Berkhamstead, Herts HP4 2RP.

Pick a Pair. £2.75 non-net.

A & C Black, 35 Bedford Row, London WC1R 4JH.

Mathematics Crosswords. £1.50.

Sigma Technical Press, 23 Dippont Mill Close, Tettenhall, Wolverhampton WV6 8HH.

Maths Extra. £1.71.

Cheque or postal order to:

Resources for Learning Development Unit, Radcross Street, Bristol BS2 0BA.

SAGSET Resource Lists 8A and 8B. One free copy by stamped self-addressed medium envelope to:

Secretary, SAGSET, Centre for Extension Studies, University of Technology, Loughborough, Leics.

Top left to right: Catena, Quadrigris and Vagabondo. Left: Mastermind and Race Track and Safari.

# extra

# APPROACHES TO HISTORY

## A LOVE AFFAIR WITH THE PAST

By Marjorie Reeves

History can be at once the most repelling, mystifying and attracting subject in the curriculum. Those present participants endow the subject with power, almost personifying it, as Dante, when he discovered philosophy, celebrated the beauties of the Lady Philosophy in the style of the troubadours. I shall not write of the eyes and the smile of the Lady History, but the personification serves a purpose. Learning involves a relationship. This may be a strictly limited, utilitarian relationship, as when we seek to acquire a skill or information which we propose to use for purposes beyond itself, for our own ends. But 'personal knowledge' begins with an involvement that is like the developing relationship with another person. The experience becomes a kind of love affair which is both subjective in origin and objective in intention. But the Lady History certainly assumes many shapes in school. She can take on the most ugly form. The common reply in discovering that one teaches history is: 'Oh, I hated that school—all dates and battles!'

This is the memory of a frustrating experience—wanting to relate oneself and being repelled, because there seemed to be nothing intelligible to latch on to. Then she can take the mystifying shape of something which might be attractive but seems to have no point. 'What's it for?' is the question. Almost any other subject is easier to explain in terms of either utility or personal experience. One of the striking attractions remain: historical novels, plays, films and television history shows do not lose their appeal; digging up the past is a popular hobby now extends to old gas lamps and the oddest bric-a-brac. Adults who gladly escaped from her embrace at school return later to pursue her charms.

The fundamental problem is that we are not sure what kind of a study she is intended to be. If it is as an experience? It does not give us skills to compute our way through life, nor does it in any serious sense explain our often tedious experience. It cannot feed off that great cultural mood of our age: rapid social change, that shock, says Alvin Toffler, forces us into the future, and what we history safely tell us about the future? Yet past generations thought they knew what history was for. The hey-day of history in education probably began with our great-grandfathers, who were day enough about its importance. History was full of moral lessons which shined from noble heroics to awful warnings. So there appeared a flood of little books with prefaces that urged the young aspirants on to the upward way and vivid black-and-white pictures to dramatize the history. In such books the assumptions were that moral values were unchanging and that each

generation learnt by simple imitation. The correlations seemed obvious.

As doubts began to be cast on the reality of this beautiful equation between past and present experience, more sophisticated variants were brought to the defence of history. Nations—if not individuals—could learn from the mistakes of history; its lessons were still directly valid in terms of practical consequences, if not moral ones. There was often a hint of a cyclical view in the argument that history repeats itself and therefore history could be forecast. There is just enough shred of truth in this belief for it to linger with us still, as witness the parallel between the tragedies of Napoleon and Hitler's Russian expeditions. But in general this argument for history has long since been exploded. History never really repeats itself.

Blit by bit theories of the moral value of usefulness of historical 'lessons' have been worn away, until the factor of accelerated change has provided a logic which seems to dispose of most history as utterly irrelevant. One of the rising generation said to me: 'With change proceeding in a nightmare geometrical progression, of what use to me is the experience of people born before the Second World War?' So, the Lady History is pushed firmly out of the back door. If she is to have a place at all at our banquet of good learning, she will have to re-enter at the front door, that is, she will have to be entertained in her own right, because we want her for herself. But the prospect looks bleak. Watching the direction of their curiosities, it sometimes seems to me that for many children today the experience of time does not come as naturally as the experience of space. Space is a part of everyday life and the phenomenal growth of communications brings it all the more dramatically into a child's early experience. But if adults make no special effort to introduce the dimension of time, how many children begin to tangle themselves in the historical questions, for example: Who lived in our house before we did? Who first thought of making a fire? How did things begin? Perhaps the continuity of the family gives the most natural introduction to time.

But the question, what did you do when you were a little girl? asked a little girl of six. And this was the start of a project on Victorian children. Such 'ways in' to the past are eagerly used by many teachers. But with modern family mobility, how many children have grandparents to hand for asking such questions?

The study of space is natural. It begins with the immediate environment and the use of our own legs. It is no accident that 'environmental studies' or 'social' studies have been replacing the traditional

history and geography, and that local history often forms part of the history syllabus in both primary and early secondary years. In many ways these new approaches engage the pupil's imagination, but the result can be that the experience of the past—history—is swamped in this focus on the here and now some looking forward into the future, which is a different time dimension. Is this intentional? Are we making what may be a profound cultural switch? I doubt it. The case for history is more likely to go by default. It could become just the romantic frilling of society stuck on by film or television, while the rising generation is studying the mechanisms and mutations of societies. 'What I want to know is what makes my world tick', said a student. The implied image of a machine in this remark is indicative of a significant trend which gathered momentum in the United States and then in Britain over a considerable period: the belief that the predicaments of human living can only be solved by the sciences of society. Here we reach a question crucial for the life of future generations. Crudely speaking, the difference between sociology and history is that the one studies the laws of social behaviour, drawing out general principles from a mass of particular data, while the other studies the uniqueness of human actions in all their particularity. Of course one shades into the other in social and economic history, but there is a fundamental difference in approach. The thrill of history is as Leibniz put it, 'the thrill of learning singular things'. But the attempt of the historian to recapture uniqueness can be the 'scandal of particularity' to the scientific student of societies.

Thus the question for us is whether we believe the human studies we plan for the rising generation should be chiefly centred on societies and their operations or on people and their activities. What are the necessary ingredients in education which will, we hope, make for the 'good life' of the future? Certainly sociology has illuminated human behaviour in a thousand ways and a more scientifically grounded awareness of what is happening to us in our environment can be the fruit of its new insights. But already belief in sociology as providing all the answers is waning and the present vogue of social studies in schools may even now be growing out of date. This is not an attack on social studies in education, but I do want to press the question: How far can a full human awareness be nourished on the abstracted general statements which are the fruits of sociological study? Do these generalities fit the imagination the way that the particularities of history do?

continued overleaf



Marjorie Reeves, distinguished medieval historian and general editor of Longman's 'Then and There' series.

## HISTORY TEACHERS

Just complete your name and address and indicate the activities you are most interested in, for full details of the Association and some of its services and forthcoming activities.

Name .....

Address .....

☐ **TEACHING HISTORY**—a special introductory offer is available on the next three issues of *Teaching History*. 3,500 history teachers already subscribe, and we are convinced that you too will wish to join them.

☐ **PUBLICATIONS**—recent titles include *Simulations in History Teaching*, *The Planning of School Courses in European Studies*, *The 'New' History—Theory into Practice*.

☐ **CAREERS GUIDANCE**—*Careers for History Graduates and History as a Preparation for a Career*—must for all sixth formers thinking of taking history at university or college.

☐ **THE ROLE OF HISTORY IN COMPULSORY EDUCATION: INTO THE 1980s**—a one-day conference to be held on Saturday, 21 February 1981 at HA Headquarters.

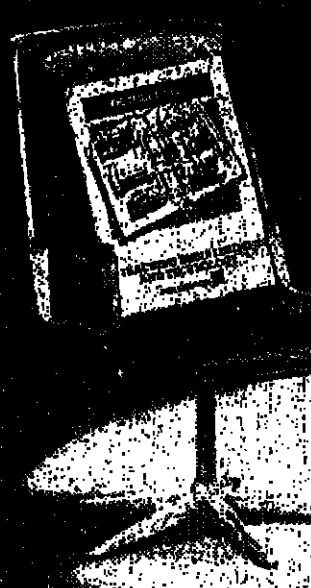
☐ **SIXTH FORM CONFERENCE**—including lectures on *The Yorkist and Early Tudor Monarchy* and *The Reign of Louis XIV: Age of Reform or Age of Reaction?* at Queen Mary College, London, on Tuesday, 17 March 1981.

☐ **REVISION SCHOOL**—12 courses covering a broad range of British, European and American topics for A level teachers wanting to brush up their special subjects. Plus seminars with A. K. Dickinson on *History Teaching & Historical Understanding*.

Post to:  
The Secretary, The Historical Association (Dept. TES/7), 59a Kennington Park Road, London SE11 4JH (01-735 3901).



## A free book on your specialist subject.



Mastermind the teaching of engineering and technology with Feedback's new Short Form Catalogue. In it you will find the most up-to-date and innovative equipment for teaching in a practical and stimulating manner—everything from electrical machines and control engineering, through refrigeration and air conditioning, to microprocessor applications and computer technology. And all Feedback equipment comes complete with their renowned manuals for instructor and student.

You have two minutes to fill in and send off the coupon, then we'll send you the book.

Name .....  
Address .....  
Post to: Feedback, 100, The Quadrant, Bournemouth, Dorset BH1 1AB.

FEEDBACK

## Contents

A record of local life 26 • School visit to Bosworth Field 26 • A Chronic Hysterisis  
view of the curriculum debate 27 • Historical fiction—just a pack of lies? 28 •  
Touching the periphery—a strategy for curriculum development 28 • Visual shock:  
lessons to be learned from the high-speed information technologies 29 • History  
through commercials • Lee Centre history course 31 • Butterfly minds and flying  
wildresses: a primary project 32 •



# extra

## A RECORD OF LOCAL LIFE

By D. J. Hart

In his outline history of Balsall Heath, published last year, John Morris Jones tells us that in medieval times the way from Birmingham (population 2,000 in 1600) to another village of Mosely, three or four miles south, was an unmade road. The wet clay became soggy, except in the driest weather, and travellers had a statutory duty to tread out a new road beside the old. It could, by the end of a wet winter, become two furrows or more wide.

Presently we have what is a rare sight of that Balsall Heath clay, lots of it, but by the end of next year these bulldozer ploughings will have been covered with concrete, a new, impersonal road will swing between the community (and eventually, no doubt, on the other side again), leaving Highgate School virtually on an island surrounded by fast traffic.

Mr Morris Jones was born in Balsall Heath and is head of George Dixon Junior School in Harborne. He is an individual researcher and not a member of the Balsall Heath Local History Society that was formed in March. He spoke at one of its early public meetings, however, and his writing is the only readily accessible record of local life.

There are a number of approaches to local history in the area. The Local History Society has applied for money to West Midlands Arts to begin an oral history project, and it is fair to say that this characterises its approach. At monthly public meetings and in a recent exhibition there has been small but lively interest in personal reminiscences, backed up by old photographs and artefacts but without systematic documentation.

Some members of the society, including a sociology student from Birmingham Polytechnic, on an eight-month placement, want to draw out from the collection of material some conclusions and make a new awareness of the social and political forces that have as they see it, directed local affairs and still oppress the majority of local residents.

But perhaps more typical is the approach of Claudine Bramwell the society's archivist and long-time observer and speaker on local history. Her husband, William, is the

chairman—and throws most local studies into stark relief with his collection of local fossils and they have lived in the Birmingham area for most of their lives, including the past 23 years in the same house (scheduled for demolition) in Balsall Heath.

Mrs Bramwell sees formal local history as rather dry, and if you ask her documentary questions she will invariably very soon be putting history in a nutshell ("Hitler did [for certain areas of Birmingham] what the Council should have done years before but without people in them") and telling fascinating personal stories.

History for Mrs Bramwell is, for instance, the time when her father, a coal merchant, fell ill out on business, crawled under the horse's blanket on the back of his dray, was soon covered in snow, and was brought home from Shenley Fields to Harborne by the horse finding his own way.

And nothing upsets Mrs Bramwell more than to be on a bus and hear a child ask, looking out of the window, "What's that, Mummy?" only to be told to shut up. Local history is what we are living in right now, she says.

Similarly, Dorrie Lopacka, the Society's secretary, of Russian-Jewish and Welsh descent, is as sympathetic to punks and skinheads uprooted from the more easy-going, cosmopolitan Balsall Heath and stuck in new conformist council estates in, say, Castle Vale, as she is to the immigrants from the Jews (first here in 1920), Poles and Greeks to the present Asians and West Indians. She is an inspector of playgrounds, has studied immigration into Balsall Heath, and looks forward to the time when at Local History Society meetings the faces will not be, as at present, all white.

As part of the local St Paul's Community Project a more thoroughgoing documentation is under way and is already incorporated as a Mode 3 Social Studies CSE course in the curriculum of the small independent secondary school for pupils who have not fitted into local authority schools. The project includes also a nursery, a small urban farm and other community activities, including the revived annual carnival and the community newspaper.

The project's history of Balsall Heath is planned to appear next autumn and will consist of a written and photographic record of the area from about 1800. The book will outline the social and economic history of Balsall Heath, which is, in the period concerned, largely the story of big farms and estates giving way to urban housing and a multiplicity of small industries and services. Personal memories will be included and the book is intended as a community resource, but the bulk of the work will be the result of the study of local records. Birmingham has a Record Office as such but the Central Library has one of the country's biggest local collections, with a staff keen to encourage the use of its material by local schools.

Three people primarily are working on the St Paul's book: a part-time researcher (paid for initially by West Midlands Arts but now funded from various sources), a St

Paul's teacher and ex-professional archivist, also working part-time, and a photographer. Another teacher does the curriculum work, and one has only to look at his work-sheets and at some of the pupils' own work to see how detailed and illuminating has been the flow of research into the school's everyday life.

The Birmingham Education Department has done much to encourage environmental studies, a radical form of working suited to flexible primary education but—sad to say—finding less of a place in the traditionally subject-orientated life of secondary schools. It was Greg Higgs, responsible for this work at Tindal Primary School, who lent me his photocopies of old local maps, in which one can see clearly the extent to which open ground was covered by streets between, say, 1840 and 1900.

Mr Higgs can point to his school's corner and tell you, with the aid of the Tithe Apportionment, that in 1843 that land was owned by one John Towers Lawrence and on it he had a house, offices, a coach house, a stable, a shrubbery and a lawn. Around the back of the school I found the remains of an

avenued path that no longer goes anywhere.

The school's emphasis, however, is not on the details of local history but on the skills, techniques and enjoyment of this type of pursuit. The first Asian child entered the school in the fifties and the school is now 95 per cent Asian. In this, the school's century year all the local primary schools were set up in the wake of the 1870 School Board Act—environmental studies means preparing for a big celebration, early next year, of its multicultural life.

In my own research for this resumé not one person mentioned that new road. But it is hard, cold reality that at the same time as a new, enthusiastic and multi-faceted interest in local history has begun, the health may be about to lose its geographical coherence. Motorways look likely to carve it up, making Balsall "Heath" once again only somewhere to be passed on the way to somewhere else. Only now it is not farms that will be passed on foot or by horse and cart, but thousands of homes cut through by constant traffic at 60 miles an hour.



Steam tram in the Mosley Road, Balsall Heath, 1906.

## THE BATTLE TRAIL

Gillian Thomas suggests a school visit to Bosworth Field

"Peace at Last" reads the headline. "Henry Tudor, crowned by Yorkist traitor in blood-drenched Bosworth Field." The newspaper is dated August 23, 1485, the day of the Battle of Bosworth Field which ended the Wars of the Roses.

It is on sale at the battlefield's Visitor Centre, deep in the Leicestershire countryside near the little town of Market Bosworth. Opened six years ago, the centre was built by the County Council and now attracts over 9,000 school children a year. Huge coloured banners of King Richard III, Henry Tudor and Sir William Stanley, Duke of Northumberland, fly from tall flag poles to mark the positions where the three armies gathered on that fateful day. A Battle Trail of four miles of carefully-marked paths through fields and woods circles the site.

At the time, the countryside, which is now farmed, was wild and remote, covered in scrub and bushes. Information boards explain what happened in each place, such as the spring where Richard drank before the battle and the spot where he died.

The centre itself, housed in attractive old farm buildings, is positioned near the top of Ambion Hill (Ambion means one tree) where Richard and his 5,000 men camped.

The Duke of Northumberland's 5,000 troops also camped in an excellent overall view from a hill to the south of the hamlet of New Coton. They had gathered there overnight, unbeknown to either Henry or Richard. Now was it clear on whose side they would decide to fight.

The newspaper describes how



ing a visit. Teachers are encouraged to go and see it for themselves before bringing a school party in order to decide which particular trails to follow and where to have themselves for picnics, discussions and so on.

Two and a half hours is sufficient time for a visit though many schools choose to stay much longer. Best time to go is at all weathers.

As well as taking a light-hearted but carefully researched look at the battle, the newspaper "If Happened Today" also looks at what was happening elsewhere in Britain and Europe at the time. Written in crisp modern journalese, one report demands the fact that prices have risen 2 per cent over five years, since the beginning of the century.

# extra

## A CHRONIC HYSTERESIS OR THE PROBLEM OF TIME TRAVEL—THE TEACHER'S DILEMMA

By Christopher Daniels and Richard Brown

Would a history teacher returning after an absence of 15 years notice much difference in his subject? He would certainly notice the change in the way history is taught in some classrooms—discussion and debate, simulation, role-play, work programmes, use of documents and the explicit development of skills—but in others very little change could be observed—"chalk and talk" and essays, with perhaps a film strip every so often as a concession to these "new fangled ideas".

He might, if lucky, catch a glimpse of that rarest of creatures, the "new" history, winging its way across the curricular sky. He would doubtless be taken to see the barely-veiled creation of committees, the Schools Council Project: History 13-16, a four-part mutant created much like Frankenstein's monster and with about as much subtlety. He might see the fossilised remains of the Local History Classroom Project, a species confined largely to Suffolk with reported, though largely unconfirmed, sightings in Buckinghamshire, Bedfordshire and Warwickshire. On reflection, he might conclude like Lampedusa's hero in *The Leopard*, that "everything must change, for everything to remain the same".

The debate on history teaching, as often in the early seventies, has entered the world of the *Who* series: a chronic hysteresis. It seems to be in a curricular chrysalis from which there is little or no escape.

For the teacher and the examiner, there is a delightful logic in the idea to justify location. The teacher says that his boards do not provide examinations which assess the newer developments in history and the boards say that there is no demand for change from the teaching profession. Both groups may say they want profound changes but both respond pragmatically and do nothing.

Once this logical trap is accepted at this level the process of percolation throughout the system is a slow, and inevitable, one. The system can reject innovative ideas, there is no examination on them for that idea and so on. Are we any further advanced now on issues like use of documents, syllabus reform, 16-plus or a common examination? 16-plus that we were 10 years ago? Why have the constraints outweighed the advantages of innovation?

Teachers are by nature generally conservative and do not criticise their practice in the classroom. They are individuals who see his subject as a synthetic discipline, not really brought up to the task of interpreting the past. They will adopt a "Whigish" approach to teaching, seeing the past merely as an adjunct of the present. This may mean that they have a view of history which is 20 or 30 years out of date.

If this perspective is valid in secondary or upper schools it is equally likely to be the case in primary and middle schools where the curriculum is so heavily controlled. Pupils up to 13 can often be taught by rote, with no knowledge of history at all. This must have a debilitating effect on both pupils and teachers. The chronic hysteresis is apparent in the poor teaching of a subject producing poorly motivated, uninterested pupils.

Only dramatic change will modify this position. How many teachers have adopted a traditional content-based approach to history? We have seen the percentage of teachers who have adopted a skills-based approach and skills

approaches into a meaningful view of history? Only a handful! Innovation in teaching always spreads slowly but in history it seems that only inaction could be slower.

A need to improve all history teaching to the level urged in *Teaching History* and this journal, and as shown in the best teaching of SCP History 13 to 16, is crucial. Teachers of history must begin to evaluate what they are doing. Debate a vital part of history in the early 1970s—seems to have disappeared. *Teaching History*, that vibrant vehicle for reform in its early issues, has evolved into a paper tiger with a whimpering voice.

Teaching groups have dwindling or non-existent membership. Complacency, it seems, prevails. This is not only an unfortunate but a potentially dangerous situation. In the next 10 years when education resources fall and both pupils and the teaching profession contracts, history is going to have to justify its place in the monetary forum. Can the profession actually do this?

The advisory services are diverse but spread unevenly throughout the country. A history adviser may be an inherent part of this service although this is not always the case. What are the functions of the services and how far do they fulfill their aims? Advisers frequently deal with large numbers of schools and sometimes with two or more subjects. This means that they cannot possibly get round to schools as often as they ought.

The advisor, like any other individual, can as a result tend to concentrate on "pet projects". Again it is possible to identify the chronic hysteresis. "Pet projects" tend to result in people who support the projects being appointed who then tend to push these projects in their schools. But what about those who do not subscribe to these projects for perfectly justifiable reasons?

Financial restraint makes movement to new projects extremely difficult even when advantages are recognized. Advisers often seem to fail to admit the constraint of money for heads of departments. They also fail to see the effects of not advocating a broader approach to the subject. Debate is thereby restricted and the advisor tends to hear what he wants to hear from sympathetic teachers desiring promotion, but often without any real commitment to innovation!

The past 10 years have seen a renaissance in the rôle of the Inspectorate in education. They have become rather like the friendly relative, proffering advice which is often not taken, rather than the austere figure of the fifties. They have tended to soft-pedal, listening and commenting but rarely dictating. The reason for this lies, we feel, in the built-in antipathy many teachers and teaching unions have to any idea of curriculum being suggested or imposed from above. This has resulted in the Inspectorate often falling between the two stools of advice and imposition.

Is this a recipe for doing little or nothing? The record of the Inspectorate in history and related disciplines is certainly impressive. The *Red Book*, *History 13-16*, *Mixed Ability Work in Comprehensive Schools* and *A View of the Curriculum* all have constructive things to say about history. But they are frequently vague statements which try to cover a multitude of sins and are consequently ignored in little.

Despite much soul-searching there seems to have been little real attempt to decide what is meant by the history curriculum. The idea of consensus in education is certainly a valuable one since it attempts to achieve some unity of purpose to which all can subscribe. But it may also lead to a static quo

with innovation being viewed as a potentially subversive element since it upsets the harmony.

The view expressed so far is a pessimistic one with innovation slow to take off. Even the Schools Council Project 13-16 is only used as an examination subject in about 12 per cent of English schools, hardly at all in Wales and virtually not at all in Scotland. And this was billed as the answer to the problem of history teaching in the early seventies! Many pupils still take traditional examinations instead of ones in which documentary questions are included. For example, in 1979 12 per cent of Oxford Board candidates at History O level took the traditional British and Foreign paper (number 2834), while the figure for the more demanding World History paper (number 2835) was only 17 per cent.

The British and Foreign paper is very dull in having no documentary approach in classroom work or the 21-hour paper (five essays) and has an artificial divide between "British" and "Foreign". The World paper is much more flexible, with two shorter papers as the final assessment and a varied selection of documentary material. What then does the future hold for history in schools? There seems to be no strategy for the eighties.

We advance the following as areas which need to be carefully examined by the profession as one way forward and out of the trap of complacency outlined above:

that a fusion between "old" and "new" history, between content and skills, should occur. This could perhaps be examined through the widespread application of some of the insights of the 13-16 Project; that there should be increased opportunities for historians in micro-technology and in computers (in the Local History Classroom Project), as history teachers cannot afford to stand on the sidelines in this growth area in education; that there should be more emphasis on the basics in history. The value of teaching language through history has not really been considered in any depth. The writing of history by pupils has not been fully explored either; the increasing cost of books (e.g. Acland, Birt and Nichol *Involvement in History: the Tudors* [Arnold] was £2.95 four years ago and is now £4.95) means that school-based resources are going to be expensive; that there should be an increasing rôle of documents in the classroom and that there should be more fine tuning on their use. This raises the question of where the documents come from and necessitates a closer understanding between teachers and the archivists than exists at present; that there should be a greater emphasis on history for the less able pupil at 16-plus; that contact within the EEC should be expanded so that the relationship between local, national and international history can be made clearer.

These seven areas seem to have been insufficiently considered by the profession. There must be a further debate on the question of history in the classroom so that these issues can be examined afresh. As frequent contributors to the teaching of history to various journals, we are in some doubt as to the impact of these views nationally, as there have been few expressed reactions to cover them.

We began this paper with a reference to Doctor Who and the problem of time travel. We end it with a cry: "Is anyone out there?"

Richard Brown, Houghton Regis Upper School, Bedfordshire; Christopher Daniels, Royal Latin School, Buckingham.



"Is anyone out there?" Tom Baker, the current Dr Who with Daleks, outside Broadcasting House.

## A History of the Modern World

Richard Poulton

- \* Covers fully all O level World History syllabuses
- \* Detailed individual treatments of individual countries are placed alongside broader international surveys
- \* Gives clear explanations of key concepts such as 'democracy', 'imperialism' and 'communism', and demonstrates their impact on the face of the modern world
- \* Is written in a very readable and entertaining style
- \* Is accompanied by over 100 illustrations and maps

368 pages 0 19 913265 8 £3.95

Publication: January 1981



## British History 1815-1914

C. P. Hill and J. C. Wright

- \* Gives a full coverage of the various O level syllabuses
- \* The treatment is concise yet comprehensive enough for examination purposes
- \* Has been well designed for easy reference
- \* The text is accompanied by numerous attractive illustrations

256 pages 0 19 913264 X about £3.50

Publication: February 1981

For inspection copies please write to Oxford University Press, Education Department (E8L 105), Walton Street, Oxford OX2 6DP.

Oxford University Press



## extra JUST A PACK OF LIES

By Tom Hastie

Fans of Damon Runyon will recognize that quotation at once, but for the others I must explain that it comes from a story about a big-time gangster who orders one of his henchmen to read whatever she asks for to his little girl kept in bed with chickenpox. She asks for Alice in Wonderland and the gunman protests afterwards that it is not a book fit for children—"Gee, Boss, it's just a pack of lies."

I have chosen my title deliberately for it sums up so well the attitude of too many history teachers towards historical fiction—and that is a great pity because such fiction can be a powerful ally of the history teacher.

The Bullock Report (9:4) urges teachers to encourage "imaginative reading" by their pupils because it "can make an important contribution to children's linguistic and experiential development". It goes on to stress the importance of the teacher's influence in such reading, particularly when the teacher himself can show that he has also read the books he recommends—and has read them with enjoyment. It so happens that the juvenile historical novel produced in the English-speaking world since the Second World War is unquestionably one of the high-

water marks of children's literature providing considerable pleasure to its readers, old and young alike.

Unfortunately, many teachers just do not know enough about the excellent books written for children during the past 30 years, as was dimly revealed in the Whitehead survey of children's reading interests (1969-74) which showed that, by and large, teachers were still stocking school libraries with books recommended by their own college tutors, who had had them recommended by their tutors, who had in turn. . . . I am normally a defender of well-established classics but we must be prepared to know modern works, too, many of which will undoubtedly become classics in their time. Teachers would be well advised to spend more time in the juvenile section of their local public library and in reading more from its shelves. They will then be in a position to know precisely what they are recommending and be able to speak convincingly of the pleasure such books afforded them. These remarks apply to all teachers, of course, so I should now like to speak to history teachers in particular.

Historians tend to point on a wide canvas using broad strokes of their

brushes (movements, policies, etc.) but the historical novelist uses a sharper focus and looks at individuals and small communities, suggesting how their lives were affected by historical events and processes. Historians can tell us what happened; the novelist can help us to imagine what it felt like to be involved in these happenings. The good historical novel is one that is wholly or partly about the public events and social conditions which are the material of history and one which would feel more at home if transferred to another historical period, unlike the "costume" novel which merely uses the past as a backdrop for a trivial story in the foreground.

Historical fiction can be invaluable for catching a pupils' interest, an interest the teacher can go on to foster and to refine. It can also be useful for introducing pupils to both sides of an issue, such as the Civil War or the American War of Independence, which split families and communities. It can introduce pupils to an interpretation of historical events and personalities they might otherwise never have encountered. I myself, for example, as a Protestant, have on occasion been joined into a more cautious assessment of certain events as a result

of reading a Roman Catholic novelist such as Jane Lane. Indeed, the use of such novels can introduce pupils to the nature of bias and of historical evidence, to the skills of historical judgment and evaluation. Some novels can impart a great deal of information about everyday life of the past in a much more palatable way than could be a bald textbook presentation of the same information.

Some others can be fun, such as *Knight after Knight* by Sheila Sancha, a hilarious story set in the past and near fourteenth century, and with characters like Sir Tanley Knott and Lady Ida Dora Mann. *Romans Go Home* by Adam Ferguson is not only a witty presentation of the Roman withdrawal from these shores as the surrender of the instrument of government to the nationalist movement for it could encourage senior pupils to compare Roman and British imperialism, thereby strengthening their understanding of imperialism as a historical process.

The judicious use of extracts from historical novels can spark off interest in specific events or conditions and can lead to the pupils' own research to rebut or support the author's presentation. The cause of world history can also be served by means of novels set in Russian, Chinese, African history or whatever.

In his *Choosing Books for Children*, Peter Hollindale divides juvenile historical fiction into three categories, namely:

documentary historical fiction, eg. Cynthia Harnett; researched historical fantasy, eg. Leon Garfield; creative history, eg. Rosemary Sutcliffe.

It seems to me that classification in a good one and well worth bearing in mind when selecting books to be recommended to pupils. My arguments for the greater use of historical fiction in history teaching are by no means new, of course, as may be seen by reference to the 1927 edition of the Board of Education's "Handbook of Suggestions for Teachers", where such fiction is warmly recommended. The Whitehead Report revealed that over 70 per cent of pupils' "voluntary reading" was already fiction other than comics so we would not be asking pupils to do something new or alien to them. We would merely be enriching their intellectual diet with larger helpings of historical fiction. If the reading encourages them towards a more sensitive interest in history, we are surely not failing our responsibilities as history teachers.

Some useful books for teachers: *Matters of Fact*, Margery Fisher (Blackburn Press); *Writers for Children*, John Rowe Tenness (Kestrel); *Choosing Books for Children*, Peter Hollindale (Flick); *Storyline series*, numbers 1 to 3 (Youth Libraries Group); *Historical Novels in the Classroom*, Peter Bradbury (Teaching History, May, 1972).

should not obscure the value of the work that is being done at present; but the Gordian Knot might be cut by proposing a constructive re-appraisal of current practice.

The work carried out for the Open University suggests that a useful starting point for innovation begins with teachers having clear ideas about their basic objectives and being familiar with the techniques of evaluation and assessment. Any developments in this area are more likely to succeed if schools take the responsibility for evaluating their own total aims and performance. Even the posing of apparently simple questions about a lesson such as "What do you intend?" "What have pupils gained?" "What will you do now?" can provide an element of innovation.

Schools which have been using the Schools' Council History Project materials are finding that they are reappraising their curriculum aims in the lower school and Sixth Form. Curricular pressures question the role of history as evaluating, rather than as a technological society. The time is perhaps appropriate to think seriously about the nature of history in schools over the coming decade. It may be necessary to have non-historians playing the rôle of devil's advocate in order to provoke a fundamental critique.

It must be said that these points cannot be advanced without questioning a number of accepted assumptions about school systems. Changes in a history curriculum cannot be divorced from the totality of school aims.

In a more perfect world, and school might establish a department of assessment and performance which would feed into subject information on curriculum matters and call for a certain amount of innovation in the use of the philosophy of the institution. It is axiomatic that more time will have to be allowed staff to enable them to participate fully in this approach. Additional help in the management of resources might come from within the school, but unemployed teachers in the subject committees of examination boards and the history department working closely with teaching can provide a necessary catalyst.

It is recognized that the task of getting such ideas implemented is not an easy one. The experience of the Sheffield History Curriculum Group has just touched upon the periphery of these practical constraints on the curriculum. It is increasingly clear that innovation in the philosophy of history teaching must be linked with changes in the management of curriculum development if we are to progress beyond the present amateur nature of a teacher-expected curriculum.

Nicholas J. Tyldesley is Head of History, Thornbridge School, Sheffield and Secretary, Sheffield History Curriculum Group. The views expressed are his own and do not necessarily reflect the opinion of colleagues or the policy of the Authority.

## VISUAL SHOCK

By Robert Unwin

What has a televised programme of this year's world snooker championship in common with the films *Rio Lobo* and *Detour to Terror*? On Monday, May 5, at about 7.30 pm, all three were interrupted to provide live coverage of the decisive moments of the Iranian Embassy siege in which will surely be remembered as the most compulsive viewing of 1980. Two weeks earlier, the morning radio programmes had been interrupted to bring reports of the unexpected attempt to rescue the American hostages.

Given the importance of recording what is "now" but will inevitably become part of "history", what pedagogical lessons can be drawn from these insights into the high-speed information technologies of the global village? Experience suggests that encounters with the unexpected either directly or perceived secondhand, prompt inquiry and provide a springboard for hypothesis construction and the search for evidence to test possible explanations.

At Prince's Gate, and following the *Face of a Hero*, a series was heightened as the problems of camera and commentator were punctuated by continuous questioning and the processes of reportage stood revealed. Within hours, the evidence of the audio-visual media had been supplemented by still photographs, printed primary record and secondary analysis.

By studying a variety of media, it is hoped that children in the middle and upper years of schooling will gradually become aware of the possibilities and limitations of each form. This for the pre-photographic period it is necessary when looking at a depiction of a crowd scene to take into account both the imaginings of the artist and the dimension of time. For example, in an engraving of Peterloo (Illustration 1), did the illustrator intend to show the course of events—in which case the representation will contain more than one moment of time, sequentially and simultaneously portrayed; or was it a "summing up" approach used, lacking an inner "temporal" dimension?

Whereas visual reportage in the photographic age might seem to provide images of "the truth", it can be demonstrated that the manipulation of the medium is as old as photography itself. Mathew Brady might dub the camera "the eye of history" but by the time of the American Civil War photography was already learning to lie; while Dr Barnardo's "before" and "after" photographs of London urchins led to a cause célèbre centred on "artistic fiction" that is still relevant today.

The many facets of the still photograph (Illustrations II and III) as well as the possibilities of being deceived by cropping, staging, montage or composites are well illustrated in Harold Evans's *Pictures on a Page*. Looking at examples of these techniques may encourage children to consider one of the most crucial questions in the study of history: to inquire of evidence "is it true?"

If we are concerned to educate pupils not to believe all that they read, it is equally important to demonstrate that they should not always believe their eyes or ears. Procedures for examining reportage form and content can be suggested. Is the evidence true, or could it be a fake? Was it commissioned or random? Is the evidence contemporary with the people or events depicted? Who produced the evidence and what was the viewpoint of the creator? Identification, classification, authenticity, dating and attribution are essential preliminaries before the evidence of reportage content can be accepted.

The core of the problem of visual evidence for the historian is the relationship between those who create and those who perceive, relating visual material to the mental and physical world to which it originally belonged. This can be demonstrated in the history of portraiture, and dramatic results might follow if a picture in the mind of the perceiver proved very different from the pattern produced by the creator. According to Sir Walter Raleigh, portraits of Elizabeth I of which she did not approve, "she



Engraving of Peterloo massacre, August 1819.

knelt in pieces and cast into the fire"; while in recent times Winston Churchill's dislike of the Graham Smith portrait arose largely because it did not meet his expectations of a self-image which had become an international symbol.

A study of a variety of evidence can sometimes indicate the extent to which contemporaries were shocked by the reportage of events. The Indian Mutiny witnessed some of the earliest photographs of human suffering; the shock photographs of the Andersonville camp generated anger against the South in the American Civil War; while Frederic Villier's horrific engraving of the burning of wounded Serbian soldiers contributed to the public outcry against Ottoman misrule in the Balkans in the 1870s. If contemporaries experienced shock, it is likely that it sparked off questions and the search for explanations with which the historian may attempt to empathise.

The inhumanity of the modern world can only be fully grasped by the experiences of seconds leaving impressions that last a lifetime. Writing *On Photography* Susan Sontag recalled that at the age of 12 she had, by chance, encountered photographs of the Nazi concentration camps.

Nothing I have seen—in photographs or in real life—ever cut me as sharply, deeply, instantaneously. Indeed, it seems plausible to me to divide my life into two parts, before I saw those photographs, and after, though it was several years before I understood fully what they were about.

There are dangers in identifying "horror shock" with "expectational shock". Sometimes sensationalized photographs can offer irrefutable evidence but, even in the case of events of major historical or social concern, there can be no justification in presenting children with horror shock visuals unless they are deemed necessary for full understanding and it would be unwise for the history teacher to compete with the "disaster" movie. The proliferation of visual media in the past generation may lessen opportunities to shock—the photograph of a Saigon police chief summarily executing a Vietnamese prisoner which gained the rights in 1968 may well have less impact than two parts, before I saw those photographs, and after, though it was several years before I understood fully what they were about.

For younger children, the teacher's story—with the unexpected element in the tell—may serve to stimulate inquiry. What fascinated one primary school pupil, noted in *The TES Monday Report*, was life in ancient Egypt, particularly about the judging of the dead in which Jackal-headed Anubis weighed the hearts of the dead against the feather of truth. The work of John West at Dudley, using story, two-dimensional visuals and museum artifacts has suggested the importance of the "unexpected" in arousing the curiosity of primary school children. The air of mystery, of a puzzle to be solved, a message to be decoded, has produced an unexpectedly high level of close

observation and deduction. *Trevils* (1978) The "unexpected", by its very nature, will vary from individual to individual and may be found both in the materials of history and in teaching styles. Successfully identified, it can sharpen awareness and stimulate inquiry. That there are also general educational benefits can be seen from the Monday Report and the last word can be left with a "consumer". I think you can learn much easier if you enjoy your work and go to school wondering what the day holds, instead of waking up knowing what will happen every Monday and feeling like going back to sleep.

## TOUCHING THE PERIPHERY

Nicholas J. Tyldesley on devising a strategy for curriculum development in history

Curriculum development in Sheffield has emerged over the past five years out of the discussions among a small group of interested teachers, leading to a more formal structure today using long-term projects as a focus for several activities.

There are, perhaps, two aspects to consider when discussing any form of curriculum development: coping with the demands for practical solutions to current problems and taking a critical look at present practice with the intention of suggesting more radical reform. This article will be concerned with both these questions, using the work of history teachers in Sheffield as a case study. The broad intention is to stimulate argument and set the foundations for future debate.

The simple aim of the Sheffield History Curriculum Group is to look at various areas of teaching in order to accommodate as many individual preferences as is practicable. This has been done by the establishment of permanent working parties, teacher controlled but serviced by advisers.

The experience of other subjects seems to indicate that pressure from examination boards can be a powerful stimulus to change and one group has been concerned with developments associated with the Schools' Council History Project

12-16. Starting with discussion on the "What is History" unit, a number of schools are now active in examination work.

As a result of this work, other areas of the curriculum are coming under critical scrutiny and we have recently started to look at the needs of the 16-19 age range.

The demand for local history resources which can be used by pupils gives another group its focus. Several schools are now offering a substantial share of local history in their syllabuses.

Alongside the expected programme of lectures, seminars and workshops the curriculum group has forged links with the Open University in testing out material for the post-experience course, p234, Curriculum Evaluation; a dozen or so schools work closely with Sheffield University Department of Education students in supervising school-based assignments throughout the PGCE year; and an active programme of resource production is being developed. Future plans may well include establishing curriculum links between secondary and middle schools; local group Mode III examination schemes and extending the scope of current projects.

The management of all these activities is coordinated by the advisory service working with an elected committee. An annual con-

ference provides the occasion for bringing colleagues together to discuss general issues.

There is of course, nothing particularly original in this picture of history teachers at work and a number of critical observations can be made—neatly expressed in these words by Machiavelli:

"Nothing is more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things."

It is difficult to assess the extent of success or failure since attendance at meetings must, necessarily, be a voluntary activity and it is easy to conclude that one is merely preaching to the converted. Up to perhaps a third of Sheffield's Secondary Schools are rarely represented. But certain parameters constrain even the most enthusiastic innovator. The chief problem is that of time. It is a common complaint that the end of afternoon school is not the ideal time for critical and creative thoughts and obtaining absence during the working day is never easy, despite sympathetic heads. A lack of adequate secretarial help creates its own difficulties when the need for professionally produced resources are required. At a time of severe economic restraint these perennial grumbles become magnified. These critical comments

should not obscure the value of the work that is being done at present; but the Gordian Knot might be cut by proposing a constructive re-appraisal of current practice.

The work carried out for the Open University suggests that a useful starting point for innovation begins with teachers having clear ideas about their basic objectives and being familiar with the techniques of evaluation and assessment. Any developments in this area are more likely to succeed if schools take the responsibility for evaluating their own total aims and performance. Even the posing of apparently simple questions about a lesson such as "What do you intend?" "What have pupils gained?" "What will you do now?" can provide an element of innovation.

Schools which have been using the Schools' Council History Project materials are finding that they are reappraising their curriculum aims in the lower school and Sixth Form. Curricular pressures question the rôle of history as evaluating, rather than as a technological society. The time is perhaps appropriate to think seriously about the nature of history in schools over the coming decade. It may be necessary to have non-historians playing the rôle of devil's advocate in order to provoke a fundamental critique.

It must be said that these points cannot be advanced without questioning a number of accepted assumptions about school systems. Changes in a history curriculum cannot be divorced from the totality of school aims.

In a more perfect world, and school might establish a department of assessment and performance which would feed into subject information on curriculum matters and call for a certain amount of innovation in the use of the philosophy of the institution. It is axiomatic that more time will have to be allowed staff to enable them to participate fully in this approach. Additional help in the management of resources might come from within the school, but unemployed teachers in the subject committees of examination boards and the history department working closely with teaching can provide a necessary catalyst.

It is recognized that the task of getting such ideas implemented is not an easy one. The experience of the Sheffield History Curriculum Group has just touched upon the periphery of these practical constraints on the curriculum. It is increasingly clear that innovation in the philosophy of history teaching must be linked with changes in the management of curriculum development if we are to progress beyond the present amateur nature of a teacher-expected curriculum.

Nicholas J. Tyldesley is Head of History, Thornbridge School, Sheffield and Secretary, Sheffield History Curriculum Group. The views expressed are his own and do not necessarily reflect the opinion of colleagues or the policy of the Authority.

## Bismarck...

### and the Development of Germany

\* Not just another biography of Bismarck but a study of Germany in an era of social and political change.  
\* Shows how Bismarck worked with (and sometimes against) the forces shaping late nineteenth century Germany.  
\* Incorporates the latest research work in that period of German history.

\* Uses source extracts, many translated by the author himself from the original sources.  
\* Illustrations and diagrams are used.  
\* Includes extracts from secondary sources giving various views of Bismarck's achievements both at home and in foreign affairs.

HOLMES McDOUGALL The Teachers' Publisher

### ORDER FORM

Please tick, complete your inspection, request and return to Holmes McDougall Ltd., FREEPOST, Edinburgh EH6 0UL (no stamp needed).

Bismarck by Ian R. Mitchell £2.95 0 7167 1793 4

Name \_\_\_\_\_  
School \_\_\_\_\_

Holmes McDougall Ltd., FREEPOST, Edinburgh EH6 0UL. Tel. 031-554 9444

Illustrations II and III: Two photographs, from different angles, by different photographers depicting crowd disintegration in the Amsterdam massacre, May 7, 1945. Taken from "Pictures on a Page" by Harold Evans (Hethemann, 1978).

## Just published!

### The Growth of the British Economy 1700-1850 P F Speed

A major new A-level text on the Industrial Revolution in Britain, presenting sections on agriculture, power, industry, transport and trade, capital, population and economic policy. With case studies of an actual of this context, and fascinating every fully illustrated. 0 08 024188 1 Flexicover

### The Making of the Industrial Revolution R E C Burrell

A distinctive and exciting account of social and economic change from the mid-eighteenth century to the present day. This series offers a complete course for G.C.E. and O-level examinations in Social and Economic History.

England 1780 — An Introduction to Food from the Fields — The Story of Farming — What Are You Weaving? — The Story of Textiles — Travel and Transport 1 — Transport by Horse Power — Travel and Transport 2 — Travel and Transport 3 — Travel and Transport 4 — Travel and Transport 5 — Travel and Transport 6 — Travel and Transport 7 — Travel and Transport 8 — Travel and Transport 9 — Travel and Transport 10 — Travel and Transport 11 — Travel and Transport 12 — Travel and Transport 13 — Travel and Transport 14 — Travel and Transport 15 — Travel and Transport 16 — Travel and Transport 17 — Travel and Transport 18 — Travel and Transport 19 — Travel and Transport 20 — Travel and Transport 21 — Travel and Transport 22 — Travel and Transport 23 — Travel and Transport 24 — Travel and Transport 25 — Travel and Transport 26 — Travel and Transport 27 — Travel and Transport 28 — Travel and Transport 29 — Travel and Transport 30 — Travel and Transport 31 — Travel and Transport 32 — Travel and Transport 33 — Travel and Transport 34 — Travel and Transport 35 — Travel and Transport 36 — Travel and Transport 37 — Travel and Transport 38 — Travel and Transport 39 — Travel and Transport 40 — Travel and Transport 41 — Travel and Transport 42 — Travel and Transport 43 — Travel and Transport 44 — Travel and Transport 45 — Travel and Transport 46 — Travel and Transport 47 — Travel and Transport 48 — Travel and Transport 49 — Travel and Transport 50 — Travel and Transport 51 — Travel and Transport 52 — Travel and Transport 53 — Travel and Transport 54 — Travel and Transport 55 — Travel and Transport 56 — Travel and Transport 57 — Travel and Transport 58 — Travel and Transport 59 — Travel and Transport 60 — Travel and Transport 61 — Travel and Transport 62 — Travel and Transport 63 — Travel and Transport 64 — Travel and Transport 65 — Travel and Transport 66 — Travel and Transport 67 — Travel and Transport 68 — Travel and Transport 69 — Travel and Transport 70 — Travel and Transport 71 — Travel and Transport 72 — Travel and Transport 73 — Travel and Transport 74 — Travel and Transport 75 — Travel and Transport 76 — Travel and Transport 77 — Travel and Transport 78 — Travel and Transport 79 — Travel and Transport 80 — Travel and Transport 81 — Travel and Transport 82 — Travel and Transport 83 — Travel and Transport 84 — Travel and Transport 85 — Travel and Transport 86 — Travel and Transport 87 — Travel and Transport 88 — Travel and Transport 89 — Travel and Transport 90 — Travel and Transport 91 — Travel and Transport 92 — Travel and Transport 93 — Travel and Transport 94 — Travel and Transport 95 — Travel and Transport 96 — Travel and Transport 97 — Travel and Transport 98 — Travel and Transport 99 — Travel and Transport 100 — Travel and Transport 101 — Travel and Transport 102 — Travel and Transport 103 — Travel and Transport 104 — Travel and Transport 105 — Travel and Transport 106 — Travel and Transport 107 — Travel and Transport 108 — Travel and Transport 109 — Travel and Transport 110 — Travel and Transport 111 — Travel and Transport 112 — Travel and Transport 113 — Travel and Transport 114 — Travel and Transport 115 — Travel and Transport 116 — Travel and Transport 117 — Travel and Transport 118 — Travel and Transport 119 — Travel and Transport 120 — Travel and Transport 121 — Travel and Transport 122 — Travel and Transport 123 — Travel and Transport 124 — Travel and Transport 125 — Travel and Transport 126 — Travel and Transport 127 — Travel and Transport 128 — Travel and Transport 129 — Travel and Transport 130 — Travel and Transport 131 — Travel and Transport 132 — Travel and Transport 133 — Travel and Transport 134 — Travel and Transport 135 — Travel and Transport 136 — Travel and Transport 137 — Travel and Transport 138 — Travel and Transport 139 — Travel and Transport 140 — Travel and Transport 141 — Travel and Transport 142 — Travel and Transport 143 — Travel and Transport 144 — Travel and Transport 145 — Travel and Transport 146 — Travel and Transport 147 — Travel and Transport 148 — Travel and Transport 149 — Travel and Transport 150 — Travel and Transport 151 — Travel and Transport 152 — Travel and Transport 153 — Travel and Transport 154 — Travel and Transport 155 — Travel and Transport 156 — Travel and Transport 157 — Travel and Transport 158 — Travel and Transport 159 — Travel and Transport 160 — Travel and Transport 161 — Travel and Transport 162 — Travel and Transport 163 — Travel and Transport 164 — Travel and Transport 165 — Travel and Transport 166 — Travel and Transport 167 — Travel and Transport 168 — Travel and Transport 169 — Travel and Transport 170 — Travel and Transport 171 — Travel and Transport 172 — Travel and Transport 173 — Travel and Transport 174 — Travel and Transport 175 — Travel and Transport 176 — Travel and Transport 177 — Travel and Transport 178 — Travel and Transport 179 — Travel and Transport 180 — Travel and Transport 181 — Travel and Transport 182 — Travel and Transport 183 — Travel and Transport 184 — Travel and Transport 185 — Travel and Transport 186 — Travel and Transport 187 — Travel and Transport 188 — Travel and Transport 189 — Travel and Transport 190 — Travel and Transport 191 — Travel and Transport 192 — Travel and Transport 193 — Travel and Transport 194 — Travel and Transport 195 — Travel and Transport 196 — Travel and Transport 197 — Travel and Transport 198 — Travel and Transport 199 — Travel and Transport 200 — Travel and Transport 201 — Travel and Transport 202 — Travel and Transport 203 — Travel and Transport 204 — Travel and Transport 205 — Travel and Transport 206 — Travel and Transport 207 — Travel and Transport 208 — Travel and Transport 209 — Travel and Transport 210 — Travel and Transport 211 — Travel and Transport 212 — Travel and Transport 213 — Travel and Transport 214 — Travel and Transport 215 — Travel and Transport 216 — Travel and Transport 217 — Travel and Transport 218 — Travel and Transport 219 — Travel and Transport 220 — Travel and Transport 221 — Travel and Transport 222 — Travel and Transport 223 — Travel and Transport 224 — Travel and Transport 225 — Travel and Transport 226 — Travel and Transport 227 — Travel and Transport 228 — Travel and Transport 229 — Travel and Transport 230 — Travel and Transport 231 — Travel and Transport 232 — Travel and Transport 233 — Travel and Transport 234 — Travel and Transport 235 — Travel and Transport 236 — Travel and Transport 237 — Travel and Transport 238 — Travel and Transport 239 — Travel and Transport 240 — Travel and Transport 241 — Travel and Transport 242 — Travel and Transport 243 — Travel and Transport 244 — Travel and Transport 245 — Travel and Transport 246 — Travel and Transport 247 — Travel and Transport 248 — Travel and Transport 249 — Travel and Transport 250 — Travel and Transport 251 — Travel and Transport 252 — Travel and Transport 253 — Travel and Transport 254 — Travel and Transport 255 — Travel and Transport 256 — Travel and Transport 257 — Travel and Transport 258 — Travel and Transport 259 — Travel and Transport 260 — Travel and Transport 261 — Travel and Transport 262 — Travel and Transport 263 — Travel and Transport 264 — Travel and Transport 265 — Travel and Transport 266 — Travel and Transport 267 — Travel and Transport 268 — Travel and Transport 269 — Travel and Transport 270 — Travel and Transport 271 — Travel and Transport 272 — Travel and Transport 273 — Travel and Transport 274 — Travel and Transport 275 — Travel and Transport 276 — Travel and Transport 277 — Travel and Transport 278 — Travel and Transport 279 — Travel and Transport 280 — Travel and Transport 281 — Travel and Transport 282 — Travel and Transport 283 — Travel and Transport 284 — Travel and Transport 285 — Travel and Transport 286 — Travel and Transport 287 — Travel and Transport 288 — Travel and Transport 289 — Travel and Transport 290 — Travel and Transport 291 — Travel and Transport 292 — Travel and Transport 293 — Travel and Transport 294 — Travel and Transport 295 — Travel and Transport 296 — Travel and Transport 297 — Travel and Transport 298 — Travel and Transport 299 — Travel and Transport 300 — Travel and Transport 301 — Travel and Transport 302 — Travel and Transport 303 — Travel and Transport 304 — Travel and Transport 305 — Travel and Transport 306 — Travel and Transport 307 — Travel and Transport 308 — Travel and Transport 309 — Travel and Transport 310 — Travel and Transport 311 — Travel and Transport 312 — Travel and Transport 313 — Travel and Transport 314 — Travel and Transport 315 — Travel and Transport 316 — Travel and Transport 317 — Travel and Transport 318 — Travel and Transport 319 — Travel and Transport 320 — Travel and Transport 321 — Travel and Transport 322 — Travel and Transport 323 — Travel and Transport 324 — Travel and Transport 325 — Travel and Transport 326 — Travel and Transport 327 — Travel and Transport 328 — Travel and Transport 329 — Travel and Transport 330 — Travel and Transport 331 — Travel and Transport 332 — Travel and Transport 333 — Travel and Transport 334 — Travel and Transport 335 — Travel and Transport 336 — Travel and Transport 337 — Travel and Transport 338 — Travel and Transport 339 — Travel and Transport 340 — Travel and Transport 341 — Travel and Transport 342 — Travel and Transport 343 — Travel and Transport 344 — Travel and Transport 345 — Travel and Transport 346 — Travel and Transport 347 — Travel and Transport 348 — Travel and Transport 349 — Travel and Transport 350 — Travel and Transport 351 — Travel and Transport 352 — Travel and Transport 353 — Travel and Transport 354 — Travel and Transport 355 — Travel and Transport 356 — Travel and Transport 357 — Travel and Transport 358 — Travel and Transport 359 — Travel and Transport 360 — Travel and Transport 361 — Travel and Transport 362 — Travel and Transport 363 — Travel and Transport 364 — Travel and Transport 365 — Travel and Transport 366 — Travel and Transport 367 — Travel and Transport 368 — Travel and Transport 369 — Travel and Transport 370 — Travel and Transport 371 — Travel and Transport 372 — Travel and Transport 373 — Travel and Transport 374 — Travel and Transport 375 — Travel and Transport 376 — Travel and Transport 377 — Travel and Transport 378 — Travel and Transport 379 — Travel and Transport 380 — Travel and Transport 381 — Travel and Transport 382 — Travel and Transport 383 — Travel and Transport 384 — Travel and Transport 385 — Travel and Transport 386 — Travel and Transport 387 — Travel and Transport 388 — Travel and Transport 389 — Travel and Transport 390 — Travel and Transport 391 — Travel and Transport 392 — Travel and Transport 393 — Travel and Transport 394 — Travel and Transport 395 — Travel and Transport 396 — Travel and Transport 397 — Travel and Transport 398 — Travel and Transport 399 — Travel and Transport 400 — Travel and Transport 401 — Travel and Transport 402 — Travel and Transport 403 — Travel and Transport 404 — Travel and Transport 405 — Travel and Transport 406 — Travel and Transport 407 — Travel and Transport 408 — Travel and Transport 409 — Travel and Transport 410 — Travel and Transport 411 — Travel and Transport 412 — Travel and Transport 413 — Travel and Transport 414 — Travel and Transport 415 — Travel and Transport 416 — Travel and Transport 417 — Travel and Transport 418 — Travel and Transport 419 — Travel and Transport 420 — Travel and Transport 421 — Travel and Transport 422 — Travel and Transport 423 — Travel and Transport 424 — Travel and Transport 425 — Travel and Transport 426 — Travel and Transport 427 — Travel and Transport 428 — Travel and Transport 429 — Travel and Transport 430 — Travel and Transport 431 — Travel and Transport 432 — Travel and Transport 433 — Travel and Transport 434 — Travel and Transport 435 — Travel and Transport 436 — Travel and Transport 437 — Travel and Transport 438 — Travel and Transport 439 — Travel and Transport 440 — Travel and Transport 441 — Travel and Transport 442 — Travel and Transport 443 — Travel and Transport 444 — Travel and Transport 445 — Travel and Transport 446 — Travel and Transport 447 — Travel and Transport 448 — Travel and Transport 449 — Travel and Transport 450 — Travel and Transport 451 — Travel and Transport 452 — Travel and Transport 453 — Travel and Transport 454 — Travel and Transport 455 — Travel and Transport 456 — Travel and Transport 457 — Travel and Transport 458 — Travel and Transport 459 — Travel and Transport 460 — Travel and Transport 461 — Travel and Transport 462 — Travel and Transport 463 — Travel and Transport 464 — Travel and Transport 465 — Travel and Transport 466 — Travel and Transport 467 — Travel and Transport 468 — Travel and Transport 469 — Travel and Transport 470 — Travel and Transport 471 — Travel and Transport 472 — Travel and Transport 473 — Travel and Transport 474 — Travel and Transport 475 — Travel and Transport 476 — Travel and Transport 477 — Travel and Transport 478 — Travel and Transport 479 — Travel and Transport 480 — Travel and Transport 481 — Travel and Transport 482 — Travel and Transport 483 — Travel and Transport 484 — Travel and Transport 485 — Travel and Transport 486 — Travel and Transport 487 — Travel and Transport 488 — Travel and Transport 489 — Travel and Transport 490 — Travel and Transport 491 — Travel and Transport 492 — Travel and Transport 493 — Travel and Transport 494 — Travel and Transport 495 — Travel and Transport 496 — Travel and Transport 497 — Travel and Transport 498 — Travel and Transport 499 — Travel and Transport 500 — Travel and Transport 501 — Travel and Transport 502 — Travel and Transport 503 — Travel and Transport 504 — Travel and Transport 505 — Travel and Transport 506 — Travel and Transport 507 — Travel and Transport 508 — Travel and Transport 509 — Travel and Transport 510 — Travel and Transport 511 — Travel and Transport 512 — Travel and Transport 513 — Travel and Transport 514 — Travel and Transport 515 — Travel and Transport 516 — Travel and Transport 517 — Travel and Transport 518 — Travel and Transport 519 — Travel and Transport 520 — Travel and Transport 521 — Travel and Transport 522 — Travel and Transport 523 — Travel and Transport 524 — Travel and Transport 525 — Travel and Transport 526 — Travel and Transport 527 — Travel and Transport 528 — Travel and Transport 529 — Travel and Transport 530 — Travel and Transport 531 — Travel and Transport 532 — Travel and Transport 533 — Travel and Transport 534 — Travel and Transport 535 — Travel and Transport 536 — Travel and Transport 537 — Travel and Transport 538 — Travel and Transport 539 — Travel and Transport 540 — Travel and Transport 541 — Travel and Transport 542 — Travel and Transport 543 — Travel and Transport 544 — Travel and Transport 545 — Travel and Transport 546 — Travel and Transport 547 — Travel and Transport 548 — Travel and Transport 549 — Travel and Transport 550 — Travel and Transport 551 — Travel and Transport 552 — Travel and Transport 553 — Travel and



Cambridge  
Educational

## CAMBRIDGE INTRODUCTION TO THE HISTORY OF MANKIND

General Editor: Trevor Calma

A history of the world from earliest times presented in *Course Books* and accompanying *Topic Books*. Forty titles now published.

### NEW

#### Course Book 9

#### Europe Round the World

Trevor Calma

The spread of European influence throughout the world in the nineteenth century. Available late 1980.

About £2.95

#### New Topic Books

#### The Navy that beat Napoleon

Walter Brownlee

£1.80

#### The Parthenon

Susan Woodford

Available Spring 1981 About £1.80

#### The Roman Engineers

L.A. and J.A. Hamey

Available Spring 1981 About £1.80

#### The Maoris

Charles Higham

Available Autumn 1981 About £1.80

## HISTORY FIRST

General Editor: Tom Corfe

A colourful and practical series for children in junior and middle schools. Nine units now published.

For further information and inspection copies for teachers please write to Rosalind Horton

**CAMBRIDGE UNIVERSITY PRESS**

The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU

## KNOWING WORLD HISTORY

Hitler and Nazi Germany

The Slave Trade

Modern China

The Russian Revolution

Four major new titles recently added to the popular KNOWING WORLD HISTORY series. Other titles include Early Man and Early Africa.

Inspection copies available from:  
The Inspection Copy Dept (R512)  
UK Education Evans Brothers Ltd  
Montague House Russell Square WC1B 5BX

## The Times Educational Supplement SPECIAL INSETS- 1981

The List of Special Insets planned in The Times Educational Supplement during 1981 is now available.

To obtain your copy contact:

John Ladbrook

01-837 1234

Ext. 7380

## VP makes History

The *Adventure of Man* is a major history and humanities series of filmstrips and cassette tapes from VP. Over 40 titles have already been published on topics covering a wide range of ancient and medieval history and more are in preparation.

Filmstrips cost £3.90  
Cassettes cost £2.50

For a brochure describing *The Adventure of Man* and for a history catalogue giving details of all VP history titles, write to: Visual Publications (Dept T8), 197 Kensington High St. London W8 6BB.

## extra HISTORY THROUGH COMMERCIALS

By Philip Sauvain

Every history lesson ought to have a commercial break! Advertisements from the past are the very stuff of social history. In Pompeii a scribbled notice on a wall announced that "the Gladiatorial Troop of A. Suetius Certus, Commissioner, will fight at Pompeii on May 31. Hunt and Awings! Other advertisements like this can be seen in Jack Lindsay's fascinating book about Pompeii, *The Writing on the Wall* published by Muller in 1980.

If only we could actually hear the street cries of medieval London such as "Ribs of beef and many a pie!" Most of the advertising before the invention of printing was ephemeral and unrecorded, although tantalizing glimpses of the deviousness of traders can be seen in the court records, such as those for the City of London. On November 9, 1363 William Cocke, of Hayes, showed a potential customer a sample of his wheat, "and said that such wheat as that he would not be able to buy at a lower price than 21 pence; whereas on the same day, many a bush of wheat could have been bought such wheat for 18 pence." William Cocke was sent to the pillory for an offence with echoes of the Trades Description Act.

Historians of advertising are on surer ground in the years following 1800. Andrew Wynter chronicled many early commercials in the *Quarterly Review* in 1855 (reprinted in his *Curiosities of Civilization* in 1869). A more accessible survey by B. S. Turner was published in Penguin as *The Shocking History of Advertising* in 1965. One early advertisement quoted by both authors featured that excellent drink "called by the Chinese *Tschai*, by other Nations *Tea*, alias *Tea* an advertisement by the *Suitness Head Coffee House* on September 30, 1658.

How appropriate too, that even in the infancy of advertising there should be this 1660 "puff" by Robert Turner, Gentleman, for his "Most Excellent and approved Dentist to scour and cleanse the Teeth, making them white as Ivory, preserves from the Toothach; so that, being constantly used, the parties using it are never troubled with the Toothach; It fastens the Teeth, sweetens the Breath, and preserves the Gums."

The proliferation of advertising evoked complaints long before those of the present day. Andrew Wynter talked of advertisements "which now overflow into our omnibuses, our cabs, our railway carriages, and our newspapers." In 1855 *Melrose* (Tussock paid over £1,000 a year to the *Atlas Omnibus Company* alone "for the privilege of posting her bills in their vehicles"). Advertisements were everywhere. "They are linked upon the pavement, pointed in large letters under the arches of the bridges and on every dead wall."

A single issue of *The Times* for May 24, 1855, no less than 2,576 separate advertisements.

ments featuring 129 ships, 429 servants, 136 auctioneers, 195 new books, 378 properties, 144 lodging houses and 144 teachers, while the "hair, the skin, the feet, the teeth, and the inward man are offered the kind attention of 36 professors who possess infallible remedies for all the ills that flesh is heir to."

Advertisements like these help to bring history alive in the classroom. Not only do they provide details of changing fashions, prices, methods of transport and jobs, they also throw light on the attitudes and moods of our forebears. In 1722 a newspaper advertisement noted that Hannah Hyfield had been challenged to a boxing match with Elizabeth Wilkinson of Clerkenwell. Hannah, anticipating the antics of "the Louisville Lip", said she would give her opponent "more blows than words" - she may expect a good thumping! Lonely Hearts advertisements were not uncommon. *Blackwood's Magazine*



Queen Victoria enjoying a cup of Cadbury's Cocoa, from *The Illustrated Sporting and Dramatic News* 1884.

zine carried a "Matrimonial Advertisement" from a 45-year-old widower addressed to all unmarried women. "A good sterling woman would be preferred, who would take care of the plot."

The ethics of advertising were still in their infancy. An advertisement in *The Illustrated Sporting and Dramatic News* in 1884 showed Queen Victoria enjoying a cup of Cadbury's Cocoa in the Royal Train. In 1892 the nation mourned the death from influenza of the Duke of Clarence, elder son of Edward Prince of Wales and Princess Alexandra. Yet in the January 23 issue of *The Illustrated London News*, which carried full details of the tragedy, the proprietor, John Harris, carried a full-page advertisement for his Carbollic Smoke Ball Company, which carried full details of the tragedy.

In the nineteenth century a hypochondriac could hardly miss the advertisements for Thomas Holloway's "all powerful pills" which were said to be "a certain cure for coughs and colds" and "the best remedy known in the world" for asthma, blotches on the skin, constipation, consumption, dysentery, gout, indigestion, jaundice, lumbago, piles, rheumatism, scrofula and ulcers among many other complaints. Holloway spent £50,000 a year advertising his products in the early 1880s and used part of his profits to endow Royal Holloway College for Ladies.

Finding advertisements like these for use in class is not always easy. Original or facsimile copies of old newspapers and magazines are sometimes found in secondhand bookshops; they are usually much cheaper than handbills and posterized London News in 1896.



Bathing beauty 1886. Advertisement from *The Illustrated Sporting and Dramatic News*.

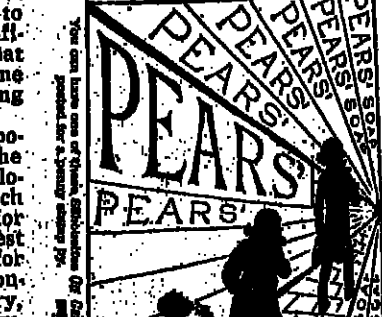
which are much sought after by collectors of printed ephemera. A single issue of *The Times* or *The Illustrated London News* will contain hundreds of advertisements and children will be surprised to see how times, fashions and prices have changed—not always to our disadvantage today. For instance a radio advertised in *Punch* in 1938 cost over £30 when a first class London hotel advertised weekly inclusive terms from £4.20.

Another excellent source is to be found in reprinted guides and directories such as *Whitely's 1853 Directory of London and District* (David and Charles 1969) with 132 pages of advertisements at the back, ranging from those for a weekly newspaper costing 4d (2p) to a year's boarding education costing £35. Best of all are the massive catalogues issued by the big department stores which are available in modern reprints such as *Harrod's Catalogue for 1895* and the *Army and Navy Stores Catalogue for 1907* (both reprinted by David and Charles).

They contain thousands of advertisements and show in minute detail how the well-to-do lived at the time. By contrast an American reprint of the Sears, Roebuck mail order catalogue for 1908 throws interesting light on American frontier life with its advertisements for guns (34 pages of them), cowboy riding pants and a 1908 model listed was the potentially lethal Harris twentieth-century railroad attachment which enabled a cyclist to ride at "high speed on railroad tracks".

History packs, such as the Jackdaw series, sometimes include facsimile copies of old newspapers, and children's topic books and textbooks sometimes contain old advertisements as well, such as those featured in my *Living Educational Book Three* (Eulton Educational Publications) where questions invite the child to compare Victorian advertising methods, ethics and prices with those of today.

### CURIOS OPTICAL ILLUSION!



Exciting advertisement from the makers of Pears Soap in *The Illustrated London News* in 1896.

## LIFTED INTO LIFE

Joyce Challis and Sandra Stephenson describe the history course at the

Lee Centre in South London

This article describes the experience of running a ten-session history course at the Lee Community Education Centre in South London. The course was built on the experience of literacy work, which has been a central part of its programme since the Centre began in the early seventies. It's worth mentioning that, as an outpost of the School of Adult and Social Studies of Goldsmiths' College, the Lee Centre is not only a local community education centre and social club: it's also part of an institution of higher education. This gave us direct access to resources that not all adult education centres enjoy, as well as a relationship with a variety of local people other than literacy students who could have an interest in the course. We first ran the course in autumn last year, with the title "How it was." We ran it again last summer, and this autumn we used the confidence it has given us to help us mount a year-long "New Horizons" course, similar to the Brighton one featured in "Continuing Education" (November 1979).

From the start, we aimed to involve students actively in two ways. First, we intended to make maximum use of both their own experience and that of their families—drawing, in fact, on the memories of several generations. Second, by deciding to focus study on working class life of the late nineteenth century, the early twentieth century, and making a personal link with the past, we hoped to get across the idea that people are not detached observers of history, but active participants in it. In short, we wanted to stimulate a sense of a subject which is normally experienced as remote and academic.

In canvassing the idea of the course, we discovered that there was, indeed, a great need felt by people to discover more about the past. Some said that they had been "put off" by the way history had been taught in school. Literacy students confessed to a general alienation from all lessons—because of the feelings of inadequacy which their difficulties in the basic skills had given them. So we felt very strongly that we didn't want to make reading and writing a compulsory part of the course. Once the course began, we read extracts from a number of books, which someone always read aloud as a special feature for a literacy group, but as a natural way of doing together. At the same time, we wanted course members to have something to show for having come to the course. So we decided to give everyone a folder, at the first session, in which they could collect the handouts, and have a comprehensive record of the whole course. As it turned out, several students came to show to their families. One woman took hers to a meeting of the "Tenants' association" to show people there.

We were nervous about the course's much about whether we could present information in an informal way, but about our own ability (and time) to research and compile it. We, too, had to shed the idea that we had to be "experts." What mattered was to ensure that students felt free to question and discuss them. We did a lot of reading, and a lot of discussion among ourselves before the course began.

The resource list we ended up with included the following: (a) plenty of well illustrated books on black loan, mostly from the children's section of public libraries; (b) copies of illustrations and extracts from "classical" literature (e.g. *Mary Barton* and *North and South* by Mrs Gaskell; *The Mill on the Floss* by George Eliot; *Hard Times* and *David Copperfield* by Dickens; *Sons and Lovers* by D. H. Lawrence), from social documents (e.g. Mayhew, Engels and Booth), and from John Berger's *Ways of Seeing* and Raymond Williams's *The Country and the City*; (c) a selection of coloured prints from the National Gallery, the Science Museum, the London Museum and the Victoria and Albert Museum, as well as from various public and college libraries; (d) slides, film strips, gramophone records and tapes.

We also got a lot of help from the Local History Archives Department of our public library, from local historians and from students of the School of Adult and Social Studies.

We advertised the course with a clear and simple brochure distributed to local tenants' groups, lunch clubs, women's groups and so on; and to our own Centre members. An important result of this was the mix of students of the course. They were not only literacy students. The only common denominator was that none of them had more than an elementary education; and we were anxious not to have people on the course whose apparent knowledge and confidence could silence others.

We chose titles for each session of the course both for promotion and also as genuine centres from which to explore changing social values and ideas. They included: "Family Moves" (to cover treatment of the new life in industry experienced by nineteenth century families moving from the countryside); "Prostitution in Victorian Times" (to cover an exploration of the double moral standards prevalent in the nineteenth century); "The Victorian Funeral" (a topic dealing with death, but also reflecting the end of an era); "Oh, What a Lovely War" (examining the life of the family and its near destruction through war); and "The Englishman Abroad" (a look at British imperialism).

At each session, teaching aids were arranged on tables, on walls, and made generally easily accessible. Song sheets were handed out for the "Victorian Entertainments" session to accompany tapes. Contemporary posters were displayed with pictures, postcards and facsimiles of official documents. Recorded music accompanied the session "Oh, What a Lovely War". The supplied by one of the students. The with maps and guides, and two areas were arranged on two different evenings. One of the tutors took a camera, and slides of the places and items photographed formed the basis of more discussion.

What surprised us more than anything else, once the course began, was the enthusiasm. "I have never laughed so much in all my life. I've really enjoyed myself tonight." This somewhat unorthodox appreciation from a very shy and isolated older man at least assured us of the novelty of our approach.

But how much "history" was getting across? A comment from one student that "It really makes you think about how things of today have come about", and similar remarks made by others throughout the course encouraged us to be confident that the subject matter itself had struck roots in people's imagination. The ages of the students ranged from 20 to over 65; and it was interesting to observe how different generations reacted to the material. Younger people were fascinated by the personal recollections and reports of older students. Older students were delighted to match hard historical fact with their own experience. In spite of age differences, all the students shared common experience of a formal education that had stopped at elementary level.

We had decided not to make it a condition of the course that students came to all sessions. As it turned out, some students only attended one or twice, and class sizes ranged from four to nineteen. This could have made for difficulties, but for the fact that we had a nucleus of about eight people who came to nearly every session, and got to feel at ease with each other and welcomed other people's views. It was an original nineteenth century map of London which included the local area that generated the kind of active response from the students that characterized the course as a whole.

Maps, books, and artifacts were brought in from home: stories and anecdotes from their own and families' past, suddenly discovered to be "history" were related at every session; so that, at the last session, which had the flavour of a celebration, there was no question of joining together to sing songs from the Victorian music hall that expressed so much about the popular values of the period.

We were lucky to have the expertise of a dockers' wife, herself a Londoner, with a wealth of information about her own family and grand-parents' past, whose husband's family had been on the Thames for many generations. In the session "Upstairs, Downstairs", another student regaled us with stories of her years in service. "The Englishman Abroad" was tutored by a Post Office worker, grandson of a former slave.

One disappointment, though, was that apart from the two walks, we were unable to make visits to museums and galleries that we had promised to the students. Most of them had little time to spare over and above the two-hour weekly session, and it seemed too difficult to arrange a time when all were free. Sandra, the course tutor, was also restricted as a part-time teacher. We became aware that we had tried to cover a very large area, and felt under pressure to "get it all in". But what we did achieve was a flexible and lively presentation. For some students, particularly those who attended all sessions, we hope that the "integrated" nature of the course, which tried to present music, art, architecture, literature and social and political movements as one whole expression of past culture, helped to project a more coherent picture of our recent past. More important, history had been lifted off the page and into the lives of the students.

geometric design. The origins of gardens are eclectic. From medieval times our varied English styles have been constantly influenced from abroad, their design cross-fertilized with the other arts, painting, poetry and prose, as well as by horticulture, medicine and botany. By pioneering plant hunters like Tradescant and the enthusiasm of men who cultivated and experimented with new material. But gardens must be seen in order to understand what William Kent called the genius of the place, and to realize how the natural environment has been manipulated. Since garden design is more truly an art, architecture, their study is an emotionally aesthetic experience.

French gardens in and around Paris. By Sally Festing

continued overleaf

extra

From Longman

## Two NEW World History titles for early 1981:

### In Your Century

Bryn O'Callaghan

Highly illustrated in colour and very simply written, this is an account of the political and social history of the 20th century. It spans two world wars and deals with post-war issues such as the Cold War, Détente and the emergence of the Third World. *In Your Century* is particularly suitable for use with mixed ability CSE groups. Probably £2.95

### World History in the Twentieth Century

New Edition

R D Cornwell

The study of twentieth-century history is becoming increasingly popular, demanding a world-view rather than a national or continental view of events. This book helps O-level and O/A-level students to understand current world problems by providing them with the background and perspective necessary for their understanding. Beginning in the 1900s, this edition traces the development of world affairs through to the late 1970s, dealing with the main events of twentieth-century history. It is organised by area rather than chronologically, but while each country is dealt with separately it is firmly placed within the context of world-history.

Probably £3.25 for the paper edition

A cased edition is also available

If you would like to see inspection copies of either of these books, please complete and send in the form below. Full details of these, and the rest of our wide range of History titles are available on request. This includes *Twentieth Century History: the World since 1900* by Tony Howarth, new *Then & There* titles, and many new filmstrips. Please write to the address below.

To Iris Shiffeld, Longman Group Ltd, Longman House, Burnt Mill, Harlow, Essex CM20 2JE

Please send me inspection copies of the following titles:

Name .....  
School / establishment .....  
Address .....

Longman

## History in Evidence

A new series of highly illustrated books which helps students of 11-14 understand what life was like at different periods of history in Britain.

Both archaeological findings and historical sources are used to show the variety of types of evidence which occur. Students are encouraged to develop the necessary skills to interpret this evidence and where possible a site is investigated in depth to give a coherent case study.

LIFE IN IRON AGE BRITAIN

Margaret Herdman 245 53534 9

TOWN LIFE IN ROMAN BRITAIN

Mike Corbishley 245 53535 7

PUBLICATION: April

HUNTERS AND EARLY FARMERS IN BRITAIN

Margaret Herdman 245 53564 0

LIFE IN SAXON AND VIKING BRITAIN

Valerie Huetzel 245 53565 9

Each book: Abt £1.75

## The Twentieth Century World

3rd edition

John Martell

A completely updated and revised 3rd edition of our best-selling basic text.

245 53578 0 £3.95

Please write to our Education Department for inspection copies.

Longman Books  
192 High Holborn, London WC1N 7AX



# extra

## BUTTERFLY MINDS AND FLYING BUTTRESSES

By Susan Thomas

"Headmastering", says John Nancollas, "is a dreary business, but teaching, now, that is vital and any one who tells you different doesn't know his business."

He talks in quotes like so many Welshmen. Alternately leaning forwards to emphasise a point, and backwards, eyes half closed to savour again some moment from his 25 years of enlightened autonomy. He reminisces about the projects which have enriched so many young lives and... "helped me to preserve my sanity".

The projects of Bodsham Primary school (head plus two, plus two part-timers) in the Parish of Elmsted, Kent, have roused considerable interest over the years. At the 1979 DES conference on the national provision for the gifted child, it was clear that they stretched the very able as well as the plodders, and offered something to every discipline. The hallmark of a Bodsham project is depth and breadth.

Take, for instance, the Gothic Architecture project. This involved the entire class (21 eight, nine and

ten-year-olds) for a whole year. Gothic architecture in general and Canterbury Cathedral in particular. By the time it was finished every child had made numerous trips to the cathedral, and at least one model. They had done scientific experiments, filled sketch books, note pads and graph paper and absorbed a great deal of social, economic and religious background as well as the niceties of fan vaulting.

The well engineered balsa wood and cardboard models were more than 3D illustrations. Although they covered the development of the gothic style, various architectural details and a number of well known French cathedrals, they also demonstrated the actual building methods. These models immediately made clear both the possibilities and limitations of the period, and the surprising continuity of methods and tools.

The children carried out experiments to test arches, to try out pulleys and levers, vaultings and buttresses, and to see the effect of weak acid on stone. An important part of each experiment is to be aware of the limitations of the method. So, cardboard does not behave like stone under load, immersion in an acid solution is not the same thing as subjecting fine statuary to centuries of acid rain.

Relief work, stained glass designs and sketches develop observation and combined with flow charts, diagrams and graphs complete the graphical communications aspect of the work.

Then the written word. Creative folders "I was there when... the Vikings... the Fire... Becket and so on. Factual accounts "Sugar and the French architects" and places about foreign masons and the competition between the builders to create the tallest, largest, lightest and most beautiful church.

Finally, a project is always rounded off by a taped class discussion. The children are verbal and capable of criticising and evaluating their own work.

"I am an enthusiast", says John Nancollas, and he delivers a challenge as though these days to admit to enthusiasm were to commit a faux pas. "An enthusiast with a butterfly mind".

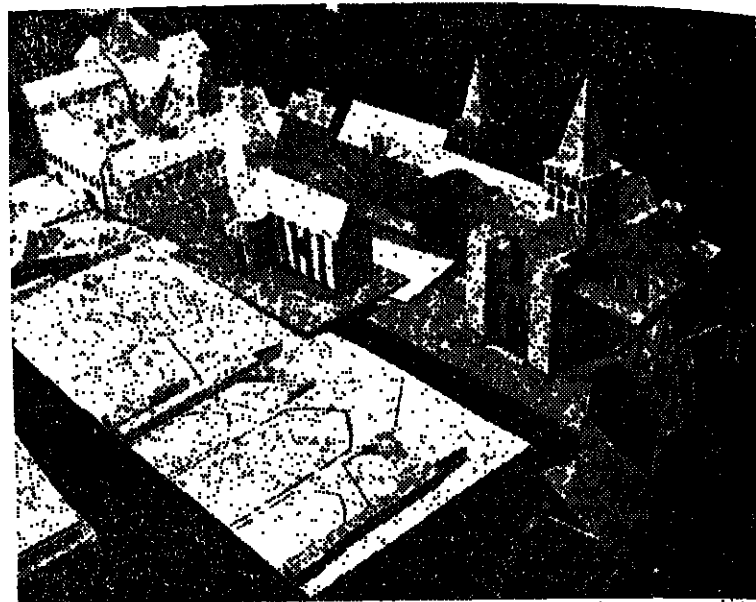
And a butterfly mind is what gives breadth to the topics. Knowledge is what gives depth. "I do still believe that a teacher has some purpose to fulfil, have a little more knowledge of life, a better idea of what topics will be worth pursuing in depth. So I dictate how the subject will be handled."

"Essence of an age" continued

fence as well as an intellectual one. To this end the young but active Garden History Society arranges trips in and beyond Europe to some of the world's greatest examples. A week centred in Paris in quest of the classical French spirit, left its participants brimming with visions of tree-lined avenues retreating into the distance, of calculated water reflections and white sculpture gleaming in the sun. One might suppose that seventeenth century French gardens en masse would reveal a certain sameness. This was not so. For the man behind their inspiration was Le Nôtre, and he was undoubtedly a genius.

Two features that played an important role in the evolution of French gardens were ornamental canals developed from the monks' medieval fish ponds and long avenues cut through the woods after careful and hunting ideas. Suitably, the birthplace of Le Nôtre tradition is temperate, with light throwing precise pictures on clear sheets of water. It is a land of wide forest, fertile soil and gently rolling terrain.

Against this background was a society ruled by a rich and powerful aristocracy, grouped round the king and court. It was an age which glorified power in all its manifestations. Power of wealth, of intellect and of magic succeeding over nature. When Le Nôtre said "Je ne pouvais souffrir les vues bornées", he was expressing not only one of his tenets of garden



The models show constructional details and building methods, the drawings the finer work.

Having decided on the theme, the class starts with a brainstorming session and gradually charts on the board the route by which the project will be approached. The question "Why did gothic architecture develop?" must lead to thoughts about social, economic and religious developments. "How did they make buildings like this?" may result in work about the guilds, wandering craftsmen, the varying characteristics of different stone, or that of any of crooked spires and architectural defects.

A group could make a special study because one member has access to a particular book or a set of maps, but John Nancollas has a horror of the unquestioning topic theme which produces little more than an illustrated list.

It is easy enough to see the sort of work the very able child might do within this context. What is hard to see is how the work and that of all the rest, can be given the necessary depth. It is a matter of teacher confidence, considerable time and effort, expectation and the physical structure of the class. A school with 60 children in three mixed ability classes has a lot going for it.

"For a start there is very little that has to be timetable. The children like to get at the work in chunks, and there are no bells here to interrupt us. Another thing, the older children help the younger ones. They can all use reference books, they know how to use charts, headings and indexes. That they can help themselves to materials and tools, and the older ones have experience in model making and experimental methods." They just absorb the work it seems as if the class ethos is.

All the children can read well before they reach the juniors, and

of the group of 10 that I talked to all but one said that they could read before they started school.

Many of the parents were professional working in Wyre and Canterbury or commuting to London. Obviously if you have the literate children of well-informed parents you are off to a good start, but motivation is another thing.

There is a great emphasis on talking—both class and small group—and on objectives, and to clarify and answer questions with the emphasis on short questions and long answers. "Why are you dividing the work this way—what do you hope to achieve—what sums may you find?" and the end of every few years, these shared enthusiasms are dispelled by social conditioning and a massive divergence appears in the behaviour, preferences and expectations thought appropriate by teenage boys and girls.

Interviews in secondary schools revealed a guarded confidence in the career prospects of qualified women entering the professions but

There was very little evidence of the parental takeover in the project. Clearly they had located some resources, but the writing, modelling and experiments were all the children's.

Group project work is the use of its parts and the tidy, the practical, the academic, the artistic and the supportive can all find a role which improves their knowledge of the subject, and their confidence in their own ability.

But project teachers need lively minds and bags of energy. If you want to interest the non-academic and inspire the intellectual you can't be afraid to jump in at the deep end.

loving, British that flowers were always subsidiary to other elements in Le Nôtre's compositions. Nevertheless, as with everything at Versailles, no cost was spared to keep an uninterrupted display. On one occasion every pot was taken out and rearranged during the course of a banquet, so that a new pattern greeted the king's party after a sumptuous meal.

Two gardens not far from Versailles are Courances at Milly-la Forêt and Fontainebleau. Both are attributed largely to Le Nôtre. At Courances water is everywhere, all of it crystal clear. At Fontainebleau a fairytale palace with its steeply gabled roof crowns a garden of gradual development, called it one of the largest and noblest in France.

Fifty kilometres north east of Paris lies Chantilly, which now belongs to the Duc de France. During the Revolution the chateau was used as a prison and later razed to terrace level but a seventeenth-century Petit Chateau remains, flooded in its pond-like moat. Villlette de la Chapelle, a few days' ride from Paris, is a garden of the year, but permission can be gained to go at other times and times of opening are given in a new illustrated guide to French gardens called *Guide des parcs et jardins de France*. It is sold in bookshops and in most of the gardens themselves.

Garden History Society Memberships Secretary, Mrs J. L. L. Box 10, Dorking, Surrey RH4 2JH

## Equality begins in the home

Marion Glastonbury reviews 'The Sexes'

CONTINUING EDUCATION

The Sexes: Friday, 4.15 pm, BBC Radio 4.

There were once four babies, two boys and two girls, all under a year old, who were dressed in pink rompers and introduced individually as "Jane" to several experienced mothers who had never met them before. Then, on another occasion they were given blue outfits and taken as "John" to play with other friendly strangers.

When a baby known as Jane bounced and kicked, the woman in charge tended to respond by soothing, calming, hushing and checking "he". But when a John baby made the same sort of "gross motor" "he" was encouraged, stretched and stimulated. "Attabo!"

This experiment, devised by researchers at Sussex University, was reported in the first of seven programmes on "the changing status and role of men and women", which follow the observations of psychologists, counsellors and journalists through successive phases of the human life-cycle.

The series began with the recognition of gender identity by the under-fives in playgroups where the dolls and doll's houses are placed in the disposal of boys. Within a few years, these shared enthusiasms are dispelled by social conditioning and a massive divergence appears in the behaviour, preferences and expectations thought appropriate by teenage boys and girls.

Interviews in secondary schools revealed a guarded confidence in the career prospects of qualified women entering the professions but

also an acceptance of traditional divisions of labour within marriage. The girls sounded depressed by their own view of future relationships, and the attitudes expressed by their male contemporaries. "Women are designed to look after children, aren't they? It'd be a bit degrading to have a successful wife"—led a psychology lecturer to conclude "We are bringing up boys to have vulnerable ages and girls to cater for that vulnerability."

Such was the storm of protest that greeted this remark that the producer, Daniel Snowman, was required to defend himself on the programme *Feedback* (November 23) against accusations of feminist bias. Quite the other way, I should have thought. In the presentation of the broadcasts, men get four turns, women three; in the discussion of non-procreative sex, the health hazards of the Pill were not mentioned; and in his introductory address to "your masculinity and mine" (*The Listener*, November 6), the producer displays enough unreconstructed male chauvinism to constitute a random sample in his own right, fully representative of the established order.

Ah well, when media men tackling a controversial issue are attacked from both sides, they can congratulate themselves on having got the balance right. What sounds simply scientific and sweetly reasonable to one listener is rabidly subversive to another. This intelligent series suggests that the roles and relations of the sexes have changed less than some of us would like to believe. As Anna Coote says in her broadcast on job opportunities: "There will be no equality in employment until there is also equality at home." That revolution is still a long way off.

## Earthbound

CHILDREN'S TELEVISION

Button Moon  
Thursday 12.00-12.10

Button Moon, the latest addition to the ITV 12.00 pre-school slot, contains a wonderful idea, but is a badly flawed series.

The programme makes use of beautifully made puppet, and some imaginative Black Theatre sequences. The main character is Mr Spoon who with the other characters and their surroundings which make out of everyday objects which children will recognise. This is not necessarily to get them scurrying for their scissors and cereal boxes in the way of the very practical *Playchool*, though sometimes it certainly will, but to increase their awareness of objects and shapes.

Unfortunately, however, the series' potential for fantasy is largely unfulfilled. The framework is simple. In each programme Mr Spoon waves goodbye to Mrs Spoon and his daughter, Tina Teaspoon, and flies off in a tin-can space ship through some wonderful scenes to Button Moon.

The format is successful when the adventures and stories are fanciful—the more about the better. A sequence with Captain Large and the plastic bottle army works very well, but as a context for the Three Little Pigs and the Big Bad Wolf and other traditional tales or for a sequence on Mr Spoon going fishing it is very artificial.

The second complaint concerns Mrs Spoon and Tina Teaspoon. Does Mrs Spoon have to wear a dustcloth piny and a J-cloth round her head and why is Tina Teaspoon doomed, like her mother, to an entirely peripheral role? It is only in the last episode that this poor child goes with her father and then in a spaceship with an L plate on it because her mother is driving. An opportunity to have two positive female characters with which children could identify has been lost.

Carolyn O'Grady

## Some help

by Frances Farrer

Young people have taken over Thames *Help* programmes (Tuesday, Wednesday, Thursday, 6.25 pm) for three weeks. Last week they did legal rights and theatre activities, next week it's work experience, a bicycle workshop and hospital radio, and the week after will include campaigning and advice centres.

All this in only five minutes a day gives something of an express train cast to the series, but as a format for conveying a blast of information and an address for getting more, it works very well.

Sarah Kogan and Zador Nava, two young semi-amateurs, are presenting the programmes at the moment, and they are making a smooth job of it. Links, handovers and audience hold no terrors for them and they're not too bad at interviewing either. A certain blandness seems inevitable from an appraisal that is much too fast for controversy.

The two programmes on children's rights hinted delicately at poor relations with the police. They showed film of a reconstructed incident in which a teenager on a bike was stopped on his way home and questioned in a brutally aggressive manner. The voice-over remarked that the film was based on the story of a boy who was stopped four times on his journey home from school.

Viewers are directed to a booklet produced by the Hackney Legal Action Group, or to find out whether they have a local advice centre, or to another booklet, "First Rights", produced by the NCCL. "If we knew our rights", they say an optimistic black girl, "they (the police) wouldn't get away with it". She refers to bullying.

On Thursday we hopped off the law and on to "theatre and dance activities" as typified by a group of kids at Lewisham. Two more classes were plugged, and you got the phone number of an organization called Kidstine.

## Briefings

Radio and tv  
General interest

Education Matters (Monday, 16.15 BBC 2)

Peter Newsam, chief executive of the ILPA, looks at primary education. What are the effects of a stable but aging teaching force? Should schools follow a general core curriculum and aim for a common attainment standard?

The Past at Work (Tuesday, 14.30 BBC 2)

"Steam on the Move" shows how steam was harnessed for transport with the development of railways and steam boats.

Speak for Yourself (Friday, 18.55 BBC 2)

This series for people whose English is inadequate continues with the problems of inviting people of different cultures to dinner.

The Flying Boats (Monday 19.40, BBC 2)

Outlines the development in the 1930s of the Empire routes by German and British flying boats.

Sartre: the Man (Tuesday 20.20, Radio 4)

Douglas Johnson, professor of French history at University College, is joined by Raymond Aron to discuss the importance of Jean-Paul Sartre.

Ireland: A Television History (Tuesday 21.30, BBC)

"No Surrender" covers the period from 1607 to 1691 when the seeds of the present conflict were sown.

Sounds Different (Friday 19.25, BBC 2)

Tim Souster, one of Britain's foremost electronic composers, demonstrates his work.

Discovering Boris (Friday 22.00, Radio 4)

Highlights of the English National Opera's production of Mussorgsky's "Boris Godunov".

## Independent Television for Schools and Colleges

# NEXT TERM

### PREVIEWS FOR TEACHERS

Monday  
8th December  
Infant and Primary  
Programmes

9.30 My world: Lines and rows

9.49 1, 2, 3... go! Two, three and one

10.00 Seeing and doing: Prehistoric man

10.14 Alive and kicking: Feelings

10.30 Local Series: Regional variations

Anglia/Channel/Granada/Westward  
A place to live: The edge of the sea  
History around you: School clues

ATV  
Stop, look, listen: Cheese  
Over to you: Hot and cold

Yorkshire/Tyne Tees  
Documentary re-run

Thames/Southern  
Teaching French with television

Border/Grampian/Scottish  
Time to think: consider the lilies

HTV  
Wales and the sea

Ulster  
Face your future

Tuesday  
9th December  
Primary and Middle  
School Programmes

9.30 Finding out: Germany: A visit to Cologne

9.46 Starting science: Protectors and collectors

10.01 Insight: Olympics

10.16 Good health: What next?

10.30 Picture box: Noah

10.45 Living and growing: The same yet different

Wednesday  
10th December  
Secondary School  
Programmes

9.29 The German programme: Einkauf

9.49 Experiment: Physics: Electron diffraction

10.04 Cities: Kirkby

10.19 Making a living: Parenthood and sex roles

10.39 Evolution: Out of the past

This publication is copyright and may not be reproduced in whole or part without prior written consent of Independent Television Publications Ltd.



SMALL TIMES is meant for children between eight and fifteen, or older, or younger. For bright children and retarded adults. For adults, teachers, parents. It's for anyone who's interested in spooks, cookery, acting, roller skates, Roald Dahl, Christmas carols, windmills and Frank Dickens.

It's for anyone who wants a hoard of ideas and information about things to do and take part in over Christmas. There may be quarrels in the family about whom it belongs to—but there's enough in it for all to share.

## SMALL TIMES

A special 16 page supplement with THE TIMES of Saturday 6th December. Don't miss it.







**LONDON**  
**BLACKHEATH HIGH SCHOOL** -  
For further details see display under  
**PREPARATORY SCHOOLS.**



Secondary Education

Headships

**HANTS** **WIMBORNE SCHOOL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Wimborne School, Wimborne, Dorset, BH21 1AA. Closing date: 15th December 1980.

**HANTS** **WIMBORNE SCHOOL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Wimborne School, Wimborne, Dorset, BH21 1AA. Closing date: 15th December 1980.

**RUMERSIDE** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Rumerside School, Rumerside, Dorset, BH21 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**OXFORD** **HIGH SCHOOL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Oxford High School, Oxford, OX1 1AA. Closing date: 15th December 1980.

**SANDWELL** **HOLLY LODGE HIGH SCHOOL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Sandwell Holly Lodge High School, Sandwell, West Midlands, B70 1AA. Closing date: 15th December 1980.

**STAFFORDSHIRE** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Staffordshire County Council, Stafford, ST1 1AA. Closing date: 15th December 1980.

**WILTSHIRE** **MALDENBURY SCHOOL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Wiltshire Maldenbury School, Wiltshire, W11 1AA. Closing date: 15th December 1980.

**EAST SUSSEX** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, East Sussex County Council, East Sussex, TN1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

**LEICESTERSHIRE** **COUNTIES COLLEGE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Leicestershire Counties College, Leicestershire, LE1 1AA. Closing date: 15th December 1980.

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated—Closing date for receipt of applications is 19th December, 1980.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from and should be returned to the Director of Education, Department of Education, Great George Street, Leeds, LS1 3AE.

For other posts in secondary and high schools, applications by letter should be made to the Headmaster of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence.

Applications requiring acknowledgment and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

PRIMARY SCHOOLS HEADSHIP (Group 4)

**E.1002** **GARFORTH ABERFORD ROAD INFANT SCHOOL** (No. on roll: 120; 1-7 years). Telephone: 233000. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Garforth Aberford Road Infant School, Garforth, Leeds, LS17 8AA. Closing date: 15th December 1980.

MIDDLE SCHOOLS HEADSHIP (Group 6)

**N.W.1003** **TINSHILL MIDDLE SCHOOL** (No. on roll: 220; 8-13 years). Telephone: 233000. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Tinshill Middle School, Tinshill, Leeds, LS17 8AA. Closing date: 15th December 1980.

HIGH/SECONDARY SCHOOLS SCALE 3 POST

**E.1004** **JOHN SMITHSON HIGH SCHOOL** (No. on roll: 1,100; 11-16 years). Telephone: 233000. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, John Smithson High School, John Smithson, Leeds, LS17 8AA. Closing date: 15th December 1980.

METROPOLITAN BOROUGH OF Rochdale

**MIDDLE** **BURNFORD HIGH SCHOOL** (11-14). Comprehensive; mixed; 11-14. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Burnford High School, Burnford, Rochdale, OL16 1AA. Closing date: 15th December 1980.

Science Scale 1

To Headmaster, Burnford High School, Burnford, Rochdale, OL16 1AA. Applications to be sent to the Headmaster, Burnford High School, Burnford, Rochdale, OL16 1AA. Closing date: 15th December 1980.

2. Temporary Girls P.E., Scale 1

Letter of application, stating details of age, experience and salary requirements, should be sent to the Headmaster at the school as soon as possible.

SECONDARY English, Scale 1

required for this purpose-built comprehensive/community school for 1,000 pupils. The full range of courses include 16-plus Languages, O/GCE Literature and A/E English. The department has a good academic record and about 80 pupils study the subject in the sixth form. Ability to offer help with A level teaching desirable, but not essential. Applications to be sent to the Headmaster at the school as soon as possible. Applications to be sent to the Headmaster at the school as soon as possible.

Deputy Headships Senior Masters/Mistresses

**BARNESLEY** **METROPOLITAN BOROUGH** (11-16), comprehensive; mixed; 11-16. Vacancies for Deputy Head, Senior Master, and other senior posts. Applications to be sent to the Headmaster, Barnesley Metropolitan Borough, Barnesley, West Yorkshire, WF11 1AA. Closing date: 15th December 1980.

Remedial Posts

**KENT** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Remedial Teacher, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Kent County Council, Kent, ME1 1AA. Closing date: 15th December 1980.

Scale 1 Posts

**BARKING AND DAGENHAM** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barking and Dagenham County Council, Barking, Essex, SS11 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**MILTON KEVENS DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Milton Kevens Division, Milton Kevens, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

Remedial Posts

**KENT** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Remedial Teacher, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Kent County Council, Kent, ME1 1AA. Closing date: 15th December 1980.

Scale 1 Posts

**BARKING AND DAGENHAM** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barking and Dagenham County Council, Barking, Essex, SS11 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**MILTON KEVENS DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Milton Kevens Division, Milton Kevens, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

BUCKINGHAMSHIRE

**BIRKBECK DIVISION** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Birkbeck Division, Birkbeck, Buckinghamshire, MK1 1AA. Closing date: 15th December 1980.

Cardinal Newman School, Hove

**EAST SUSSEX** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Cardinal Newman School, Hove, East Sussex, BN1 1AA. Closing date: 15th December 1980.

Head Teacher

Applications from practising Roman Catholics are invited for the Headship from May 1, 1981, of this Group 13 Coeducational Roman Catholic Aided Comprehensive School, for pupils aged 11 to 18 (250 in sixth form). The present Headmaster has been appointed as Chief Inspector in another Authority.

Application forms and further details obtainable on receipt of S.A.E. from the Clerk to the Governors, care of Education Department, PO Box 4, County Hall, Lewes BN7 1SG, to whom completed forms should be returned by December 31, 1980.

North Yorkshire County Council

**EDUCATION DEPARTMENT** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, North Yorkshire County Council, North Yorkshire, YO1 1AA. Closing date: 15th December 1980.

SHERBURN HIGH SCHOOL

**(GROUP 11)** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Sherburn High School, Sherburn, North Yorkshire, YO1 1AA. Closing date: 15th December 1980.

Head Teacher

Applications are invited from suitably qualified men and women for appointment as

Head Teacher

of this co-educational comprehensive school for pupils aged 11-18.

The appointment will take effect from September 1, 1981. There are approximately 1,250 pupils on roll, of whom 85 are sixth-formers. The school occupies attractive purpose-built premises in Sherburn.

Further details and application forms (to be returned by December 15, 1980) may be obtained on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton, North Yorkshire DL7 8AE.

Hounslow

**(London Borough of) EDUCATION COMMITTEE** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Hounslow Education Committee, Hounslow, Middlesex, TW3 4DN. Closing date: 15th December 1980.

CRANFORD COMMUNITY SCHOOL

**MIDDLESEX TW3 9PD** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Cranford Community School, Cranford, Middlesex, TW3 9PD. Closing date: 15th December 1980.

Head Teacher

This important post becomes vacant upon the retirement of the present Head.

The purpose-built comprehensive school with extensive community facilities has a Youth Centre, Clinic, Adult Education Centre and a major Sports Complex. The Education Centre and a major Sports Complex. The Education Centre and a major Sports Complex. The Education Centre and a major Sports Complex.

Applications to be sent to the Headmaster, Cranford Community School, Cranford, Middlesex, TW3 9PD. Closing date: 15th December 1980.

Headships

**NORTH EAST ESSEX AREA—** Re-advertisement. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, North East Essex Area, North East Essex, SS1 1AA. Closing date: 15th December 1980.

SECONDARY continued

Commercial Subjects

Scale 1 Posts

**BARKING AND DAGENHAM** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barking and Dagenham County Council, Barking, Essex, SS11 1AA. Closing date: 15th December 1980.

Domestic Subjects

Heads of Department

**NEWHAM** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Newham County Council, Newham, Essex, SS11 1AA. Closing date: 15th December 1980.

Other Posts on Scale 2 and above

**BARNET** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barnet County Council, Barnet, Hertfordshire, SG1 1AA. Closing date: 15th December 1980.

Other Posts on Scale 2 and above

**BARNET** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barnet County Council, Barnet, Hertfordshire, SG1 1AA. Closing date: 15th December 1980.

Other Posts on Scale 2 and above

**BARNET** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barnet County Council, Barnet, Hertfordshire, SG1 1AA. Closing date: 15th December 1980.

Other Posts on Scale 2 and above

**BARNET** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barnet County Council, Barnet, Hertfordshire, SG1 1AA. Closing date: 15th December 1980.

Other Posts on Scale 2 and above

**BARNET** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barnet County Council, Barnet, Hertfordshire, SG1 1AA. Closing date: 15th December 1980.

Other Posts on Scale 2 and above

**BARNET** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barnet County Council, Barnet, Hertfordshire, SG1 1AA. Closing date: 15th December 1980.

Other Posts on Scale 2 and above

**BARNET** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barnet County Council, Barnet, Hertfordshire, SG1 1AA. Closing date: 15th December 1980.

Other Posts on Scale 2 and above

**BARNET** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barnet County Council, Barnet, Hertfordshire, SG1 1AA. Closing date: 15th December 1980.

Other Posts on Scale 2 and above

**BARNET** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barnet County Council, Barnet, Hertfordshire, SG1 1AA. Closing date: 15th December 1980.

Other Posts on Scale 2 and above

**BARNET** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barnet County Council, Barnet, Hertfordshire, SG1 1AA. Closing date: 15th December 1980.

Other Posts on Scale 2 and above

**BARNET** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barnet County Council, Barnet, Hertfordshire, SG1 1AA. Closing date: 15th December 1980.

Other Posts on Scale 2 and above

**BARNET** **COUNTY COUNCIL** (11-16), comprehensive; mixed; 11-16. Vacancies for Head of School, Deputy Head, and other senior posts. Applications to be sent to the Headmaster, Barnet County Council, Barnet, Hertfordshire, SG1 1AA. Closing date: 15th December 1980.

Other Posts on Scale 2 and above

**B**











THE TIMES  
Educational Supplement











## CROYDON COLLEGE

Fairfield, Croydon CR9 1DX

Applications are invited from suitably qualified persons for the following post, duties to commence on 1st January, 1981 or as soon as possible thereafter.

SCHOOL OF BUSINESS,  
MANAGEMENT AND APPLIED SOCIAL STUDIES

### SENIOR LECTURER— GENERAL MANAGEMENT SUBJECTS

The appointment is to play a leading role in the development of general management courses and in particular to be responsible for the Diploma in Management Studies. The salary for the above post is in accordance with the current Barnham Further Education Award, and is as follows:

Senior Lecturer: £8,450-£11,793 based on full Clegg and includes the London Area Allowance. Additions to the scale may be made for appropriate qualifications and the point of entry is dependent on previous relevant experience. Further particulars and application form may be obtained from the Vice-Principal, to whom completed forms should be returned within fourteen days of the appearance of this advertisement.

## The Hatfield Polytechnic

### PART-TIME M.A. IN ENGLISH

Literature in Crisis 1890-1930

Applications are invited for this three-year course commencing in February 1981. The course is designed to explore the relation of modern literature to its world, focussing on the concept of crisis in society, consciousness and artistic expression, and including a study of literature and the Great War. Attendance will be on one evening a week during term time for two years and at two weekend conferences per year. In the third year students will write a dissertation under supervision. Applicants should normally have a good Honours Degree in English, but exceptional cases will be considered on their merits.

For further details and application forms write to Dr. Dennis Brown, School of Humanities, The Hatfield Polytechnic, P.O. Box 109, Hatfield, Herts AL10 9AB; or telephone Hatfield 66100, extension 225.

## CANTERBURY CHRIST CHURCH COLLEGE OF HIGHER EDUCATION

### Lecturer II/ Senior Lecturer in Education (Curriculum Studies)

Applicants must be well qualified and able to contribute to the work of the Education Department, with particular reference to the Curriculum Studies component of the M.A. in Education and the initial and in-service B.Ed. degrees.

Salary: Lecturer II/Senior Lecturer £6,012-£11,296 p.a.

For further details please write to Mrs. Jean Long, Principal's Secretary, to whom applications should be sent not later than 5 January, 1981.

## SENIOR HOUSE PARENT

WOKING

£5,784-£8,881 (PAY AWARD PENDING)  
Kinton is a large community home with education on the premises, which accommodates 80 boys aged 12-18 years in five house units. You would be a senior member of a team of residential workers. If you think you are ready to accept the challenge, have a positive and enthusiastic approach and are prepared to work as part of a team towards specific objectives then contact us now. Residential accommodation is available in the form of a three-bedroom semi-detached house for which an annual rent will be charged. If non-resident you will receive £237 p.a. Salary Allowance. For further details contact the Principal, Mr. K. T. S. Nicholson at Kinton, Sanderson Lane, Mayford Green, Woking or telephone Woking 65141. Application forms from Director of Social Services (please quote ref: 80/250/NW), Surrey House, 34 Eden Street, Kingston upon Thames, Surrey. Tel. 01-539 6111, ext. 248.



## COLLEGES OF FURTHER EDUCATION Other Appointments continued

### LANCASHIRE

#### EDUCATION COMMITTEE

##### BURNLEY COLLEGE OF ARTS AND TECHNOLOGY

General Road, Burnley

£6,012 to £11,296 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

£4,000 to £4,000 p.a.

## Colleges and Departments of Art

### Other Appointments

#### LEICESTERSHIRE

##### LOUGHBOROUGH COLLEGE OF ART AND DESIGN

Part-time LECTURER in

to teach drawing to B.A. stu-

Drawing Research Project

Development, continued as soon

as possible, over two days

mid-week £8.31 per hour plus

travelling expenses according

to scale.

Further applications (no

forms) giving age, qualifi-

cations and address of two

references, to be sent to the

Principal, Loughborough, as soon

as possible.

Applications to: Mr. W. W. Baldock, Dr. Barnardo's,

"Brooklands", Great Cornhill, Halesowen.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.

## WALSALL

### EDUCATION COMMITTEE

#### WALSALL COLLEGE OF ART

Applications are invited for a

part-time LECTURER in

to teach drawing to B.A. stu-

Drawing Research Project

Development, continued as soon

as possible, over two days

mid-week £8.31 per hour plus

travelling expenses according

to scale.

Further applications (no

forms) giving age, qualifi-

cations and address of two

references, to be sent to the







